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ABSTRACT

A project was conducted to develop a model for evaluating placement testing in the North Carolina System of Community Colleges. Researchers at Central Piedmont Community College conducted a longitudinal study of students' progress through the college curriculum as it related to placement test scores. The following numbers of students comprised the study populations used to assess the effectiveness of individual placement tests: 890 students for the communication tests, 398 students for the reading tests, 117 for the math pretest, 69 for the arithmetic placement test, and 47 students for the school and college ability test (SCAT). With the exception of the math pretest, the arithmetic test, and the SCAT, all of the tests appeared to be valid instruments for predicting student success in the courses for which they served as placement tests. Based on this project, it was recommended that standardized placement tests continue to be emphasized as a prerequisite to course placement in the North Carolina Community College System, and that the analysis of currently used placement tests be a continuous and ongoing process. (Appendixes to this project report include the questionnaire used to determine which placement tests are currently in use in the North Carolina Community College System, materials used in placement testing at Central Piedmont Community College, a formula for evaluating the success rate of students in the college curriculum, and a description of a project planned to evaluate placement testing for selected allied health programs.) (MN)

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OCCUPATIONAL EDUCATION RESEARCH PROJECT

A Model for Evaluation of Placement Testing In the North Carolina Community College System

FINAL REPORT

John D. Tripp
Anne H. Todd
Central Piedmont Community College
Testing Center
Charlotte, North Carolina

November, 1982

A Project Funded by the
North Carolina Department of Community Colleges
Raleigh 27611

CE040413

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
OCCUPATIONAL EDUCATION RESEARCH PROJECT

Research Priority Area: Institutional Student Testing Services

Project Title: A Model for Evaluation of Placement Testing in the North Carolina Community College System

Purpose: To develop a model for evaluation of placement testing in the North Carolina Community College System

Project Dates: Beginning July 10, 1981
Ending November 30, 1982

Budget: $18,422.00

Agency: Central Piedmont Community College
Charlotte, North Carolina

Directors: John D. Tripp
Anne H. Todd
Central Piedmont Community College
Charlotte, North Carolina

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John D. Tripp

Anne H. Todd

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CHAPTER 1

INTRODUCTION

The North Carolina Department of Community Colleges has provided funding for a number of research projects designed to improve the quality of education and services provided to students through institutions within the North Carolina System of Community Colleges. This report will discuss one of these projects, the use of standardized placement testing for improved guidance and placement for the entering community college/technical college/technical institute student.

SOME KEY ISSUES

During the decade of the 1980's, community college leaders are likely to encounter numerous issues relating to standardized testing and placement of students. Some key issues surrounding testing are: (1) national criticism of standardized tests; (2) mixed research findings on the effectiveness of testing; (3) accountability; (4) open-door policy of community colleges; (5) institutional attrition rate; and (6) diversity of testing in the North Carolina Community College System.

NATIONAL CRITICISM OF STANDARDIZED TESTS

Over the last decade standardized testing has been criticized nationally by educators, parents, students, legislators, consumer advocates, and the courts. The debate continues in the literature with little resolution of the issues.

In a recent article Bracey sums up the debate:

> Are there any justifications for continuing the SAT and other admissions tests? Possibly, but certainly not in the atmosphere of fear and trembling created by the schools, augmented by Nader and Nairn, and abeted by the media. Most of the potentially legitimate

uses of tests occur internally as part of counselling and research useful to the college.[1]

MIXED RESEARCH ON EFFECTIVENESS OF PLACEMENT TESTING

Numerous educational institutions and state-wide groups have published major studies on the effectiveness of placement tests. The results are mixed. For example, Bell conducted a project at Los Angeles City College and concluded that their current reading placement test was not a good predictor of English grades or grade point averages.[2] Nolan concluded in a similar study at Southwest Virginia Community College that there was no relationship between the American College Test (ACT) scores and subsequent academic performance. He recommended that the ACT no longer be used.

However, other research supports placement test usage. For example, Reed's studies at Central Virginia Community College on the Comparative Guidance and Placement Program (CGP) tests indicated that the CGP scores in general were related to overall success in college work and that it was reasonable to continue the CGP as a placement test.[4] The Virginia Community College System's Ad Hoc Committee on Testing, after a review of state-wide placement testing, made several proposals including a recommendation that one specific battery be adopted -- the CGP.[5]

ACCOUNTABILITY

Educators and institutions may be required by the courts, parents, students, and voters to justify educational practices and standards -- including the use of testing for admissions and placement in the college curriculum. Thus, institutions realize the necessity for conducting educational research on their own campuses to support continued selective admissions and placement based on standardized testing.

OPEN-DOOR POLICY

The North Carolina Department of Community Colleges' open-door admissions policy carries with it a responsibility to provide valid, worthwhile information to enrolling students. It has been said in the system that a student "has a right to fail". However, in a recent address, Dr. Richard H. Hagemeyer, President of Central Piedmont Community College, stated:

> "I can remember speaking out in support of the belief that an adult student has a right to fail. That belief, however, was predicated on the premise that the adult student had all the necessary information about the course requirements and contents to make an informed decision. If not, we should do one of two things: devise a way to provide that information or enforce the prerequisite policy."6

Dade County Community College (Florida) once followed an open-door policy but has become more restrictive in admissions requirements. Furthermore, Dade students must demonstrate academic progress in order to continue at the school. Dade and other institutions are developing entrance standards based on testing and performance research -- realizing that the taxpayer and institutions have a limited capacity for accommodating future student enrollment.

Middleton reported in an article in the Chronicle of Higher Education:

> EMPHASIS ON STANDARDS AT MIAMI-DADE
> LEADS TO 8,000 DISMISSALS AND
> SUSPENSIONS IN 3 YEARS
>
> Miami-Dade has tightened its academic requirements as part of a dramatic change in its educational program.
>
> The 21-year-old college now requires all new students (including part-timers) to take placement tests when they are admitted and requires basic-skills courses for those who fail the tests.

The article quotes Robert H. McCabe, President of Miami-Dade:

> "The combination of lower entering skills and the need for strong academic standards has created a situation where community colleges are set up for failure."7

During the 1980's educators are facing the reality that institutional resources are limited. Who is to be admitted? How long may a student be allowed to continue to fail? What are the obligations of the institution to the student? Colleges generally acknowledge that students are entitled to valid information to enable them to make wise course and program selections. This guidance includes both program information and information about themselves.

INSTITUTIONAL ATTRITION RATE

The problem of attrition in the community colleges is nationwide. Noel states: "A rough estimate is that less than half of entering first year students in community colleges are likely to return for a second year; about 20 percent will eventually earn an associate of arts degree; and less than 10 percent are likely to go on for a baccalaureate degree."[8] Research projects at Central Piedmont Community College report similar data.[9] A high attrition rate is expensive -- in terms of institutional resources, the student's time, money, and self-esteem, and loss to the community of potential, well-trained employees.

Keim, Allen, and Anderson report in a recent study of attrition for the North Carolina Department of Community Colleges that -

> (1) Drop-out students felt more strongly that their classes did not meet their expectations.
>
> (2) Three times as many drop-out students as achievers did not know their faculty advisor's name.10

The implication here is that informed students with a faculty advisor assisting in course selection and guidance may possibly improve student

retention.

DIVERSITY OF TESTING IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

In 1981, Deborah Williford conducted a survey of placement testing in the North Carolina Community College System.[11] Fifty institutions out of 58 responded to the survey. Thirty-six different placement tests and 38 different diagnostic tests were in use for guidance and placement by the responding schools in North Carolina. (See Appendix A.)

RESPONSE

In response to the multiple issues in testing, the North Carolina Department of Community Colleges identified "Institutional Student Testing Services" as a research priority area for 1981-1982 and requested research proposals from member institutions and others in the spring of 1981.

PROBLEM

Central Piedmont Community College proposed to develop a "Model for Evaluation of Placement Testing in the North Carolina Community College System", the purpose of which was to improve career guidance and placement services offered to the community college student. Central Piedmont Community College was awarded a grant of $18,422 to study placement testing from July, 1981, through November, 1982.

OBJECTIVES

The specific objectives proposed by the college were to:

(1) conduct an experiment to determine if scores on standardized placement tests given to most entering students at Central Piedmont Community College are used appropriately in guiding students in course selection and placement;

(2) develop a model for evaluation of current standardized testing and placement procedures.

RESEARCH QUESTIONS

The following research questions served as a guide for the collection of data and resulting analysis of information about students and the college curricula.

1. Does performance on the Central Piedmont Community College Prentice-Hall Communications Test for Writers identify students in need of a course in developmental English?

2. If a correlation is found as stated in question number 1, what is the appropriate range of scores for placement in developmental ENG 9500 (first level)? What is the appropriate range of scores for placement in developmental ENG 9510 (second level)?

3. Does the communications test identify students who are likely to succeed in COM 1304 (the first college level English course)?

4. What is the appropriate minimum score to use for placing students in COM 1304?

5. Is the Central Piedmont Community College Prentice-Hall Communications Test for Writers valid for placement of students in the college curricula?

6. Does the Nelson-Denny Reading Test identify students who need developmental reading courses?

7. In using the Nelson-Denny Reading Test, what is the appropriate range of scores for placement in developmental RDN 9500 (first level); for placement in developmental RDN 9505 (second level); for placement in RDN 9510 (third level)?

8. Is the Nelson-Denny Reading Test a valid instrument for use in the placement of students in the college curricula?

9. Does performance on the Central Piedmont Community College (CPCC) Mathematics Pre-Test identify students who need developmental algebra courses?

10. In using the CPCC Mathematics Pre-Test, what is the appropriate range of scores for placement in developmental MAT 9502 (first level algebra); for placement in developmental MAT 9510 (second level algebra)?

11. Does the CPCC Mathematics Pre-Test identify students who will be successful in the first college level algebra course, MAT 1504?

12. In using the CPCC Mathematics Pre-Test, what is the best range of scores for placement in MAT 1504?

13. Is the CPCC Math Pre-Test a valid instrument for placement of students in the college curricula?

14. Does the CPCC Arithmetic Test identify students who need a developmental mathematics course?

15. In using the CPCC Arithmetic Test, what is the appropriate range of scores for placement in developmental MAT 9500?

16. Is the CPCC Arithmetic Test a valid instrument for placement of students in the college curricula?

17. Does performance on the School and College Ability Test identify students who need developmental English and reading courses (for Associate Degree Nursing and Physical Therapist Assistant applicants only)?

18. In using the School and College Ability Test, what is the appropriate range of scores for placement in developmental ENG 9505; for placement in developmental RDN 9302; for placement in RDN 9510?

19. Is the School and College Ability Test a valid instrument for placement of students in the Associate Degree Nursing or Physical Therapist Assistant curricula?

20. What percentage of students identified as needing developmental course(s) actually take the suggested developmental course(s)?

BACKGROUND

Students have taken standardized tests for programs requiring them upon entry at Central Piedmont Community College for over seventeen years. Each student who is referred for testing is asked to take from one to three tests. In an interview, counselors interpret the test results and other educational information to assist students in course and career selection. Students are referred to developmental course work if test scores fall below a particular level. Not all college departments require testing. Department officials determine which tests, if any, are required. Currently, the following standardized tests are in use:

The Central Piedmont Community College Prentice-Hall Test for Writers

The Nelson-Denny Reading Test Forms E and F

The Central Piedmont Community College Mathematics Test Forms A-D

The Central Piedmont Community College Arithmetic Test

The School and College Ability Test (SCAT) Forms 1A and 1B.

The Central Piedmont Community College Mathematics Test replaced the Math Pre-Test in the fall of 1981.

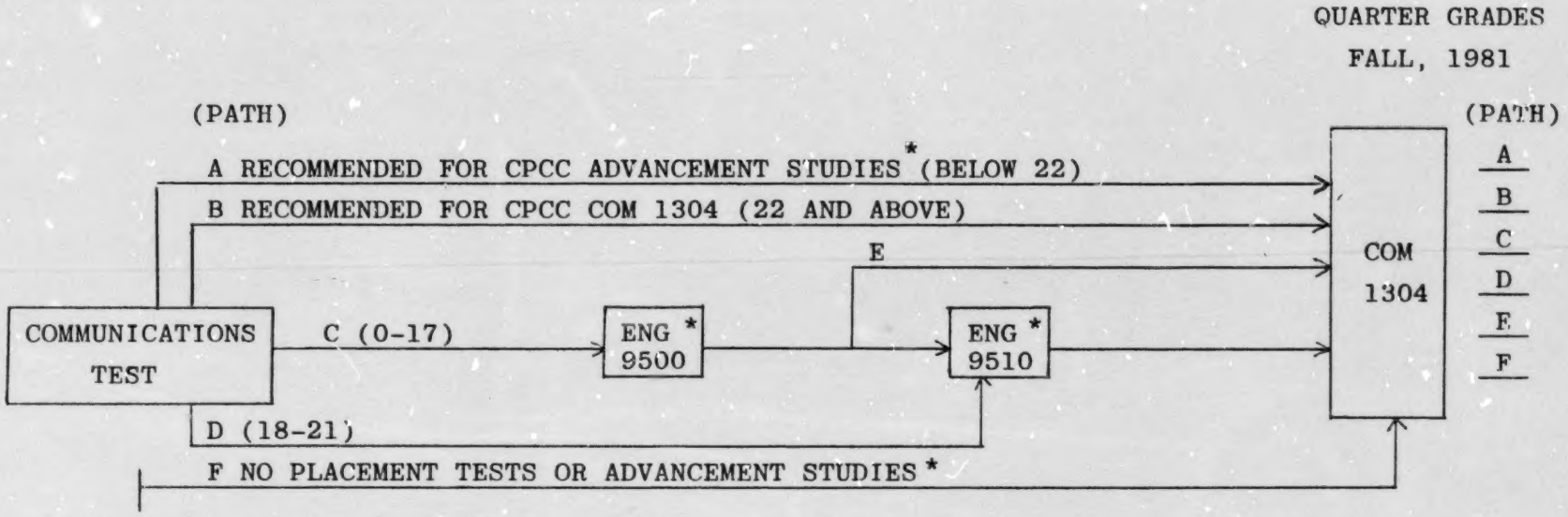
Since August of 1980, placement test scores have been stored in a machine readable format for purposes of creating: (1) a data bank for placement test research; (2) an individual placement test record for each entering student.

Student demographic data and a record of course work and grades are also stored on-line in a machine readable format and available for research.

See Appendix B for materials used in placement testing at Central Piedmont Community College.

TABLE 1

MODEL FOR EVALUATION OF THE COMMUNICATIONS TEST

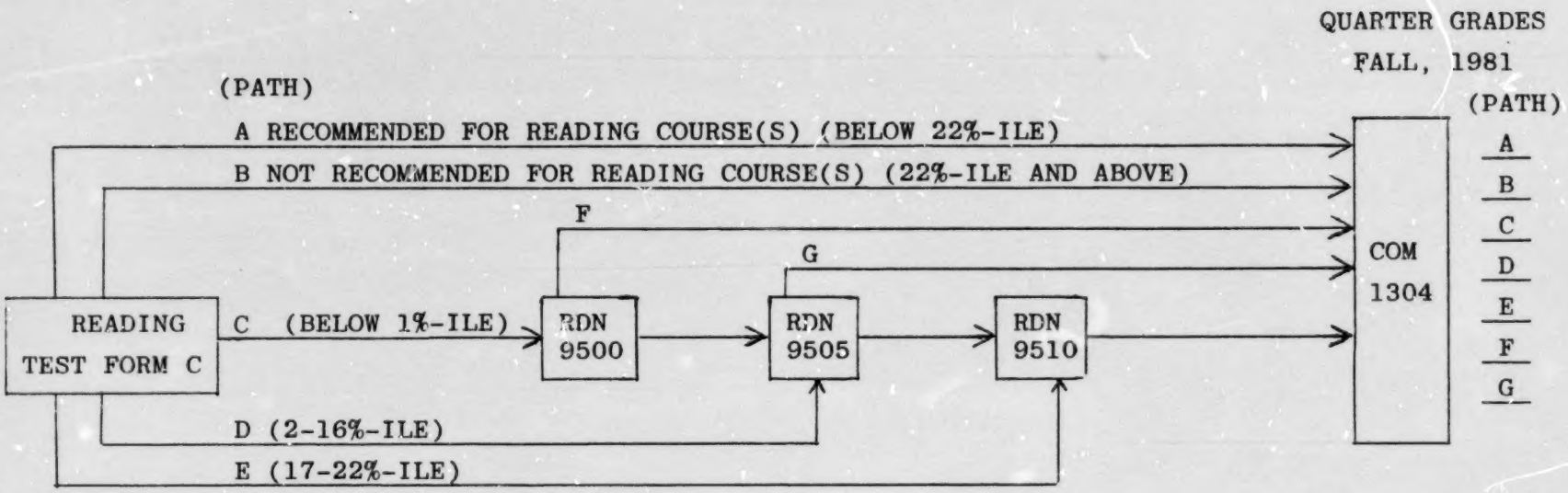


NULL HYPOTHESIS:
THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN SCORES ACHIEVED ON THE CPCC PRENTICE-HALL PLACEMENT TEST AND SUCCESS IN COM 1304.

*DEVELOPMENTAL COURSES

TABLE 2

MODEL FOR EVALUATION OF THE NELSON-DENNY READING TEST

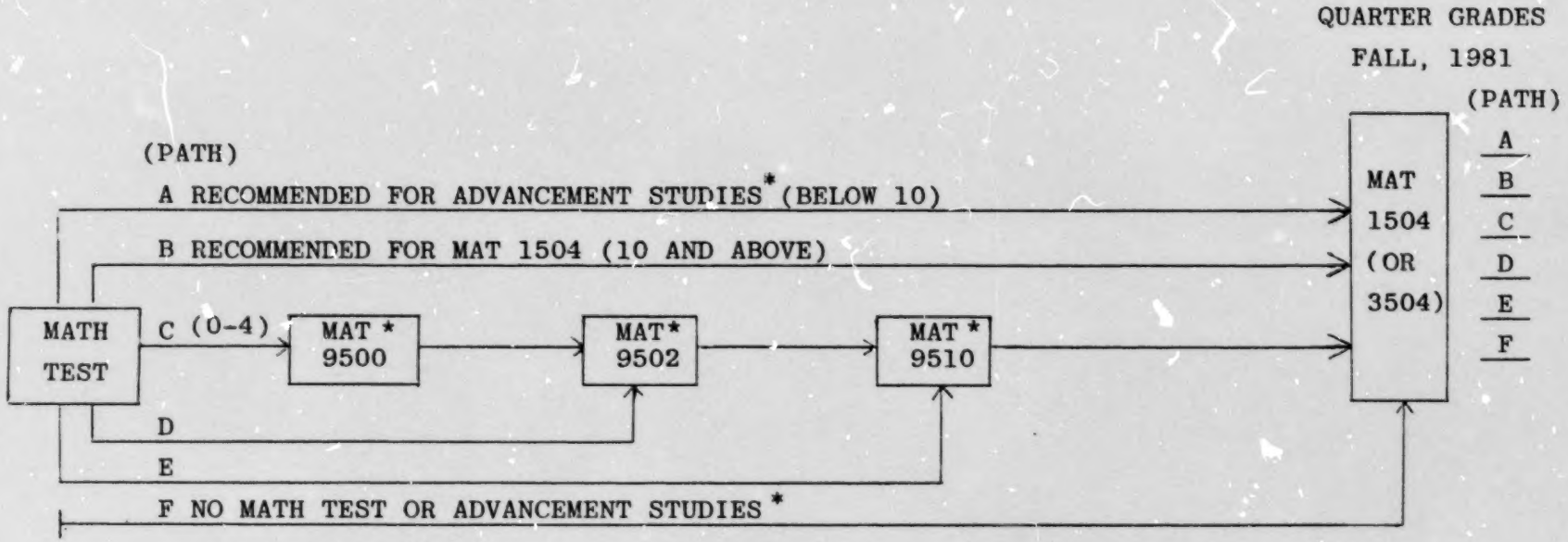


NULL HYPOTHESIS:

THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN SCORES ACHIEVED ON THE NELSON-DENNY READING TEST AND SUCCESS IN COM 1304.

TABLE 3

MODEL FOR THE EVALUATION OF THE MATHEMATICS PRE-TEST

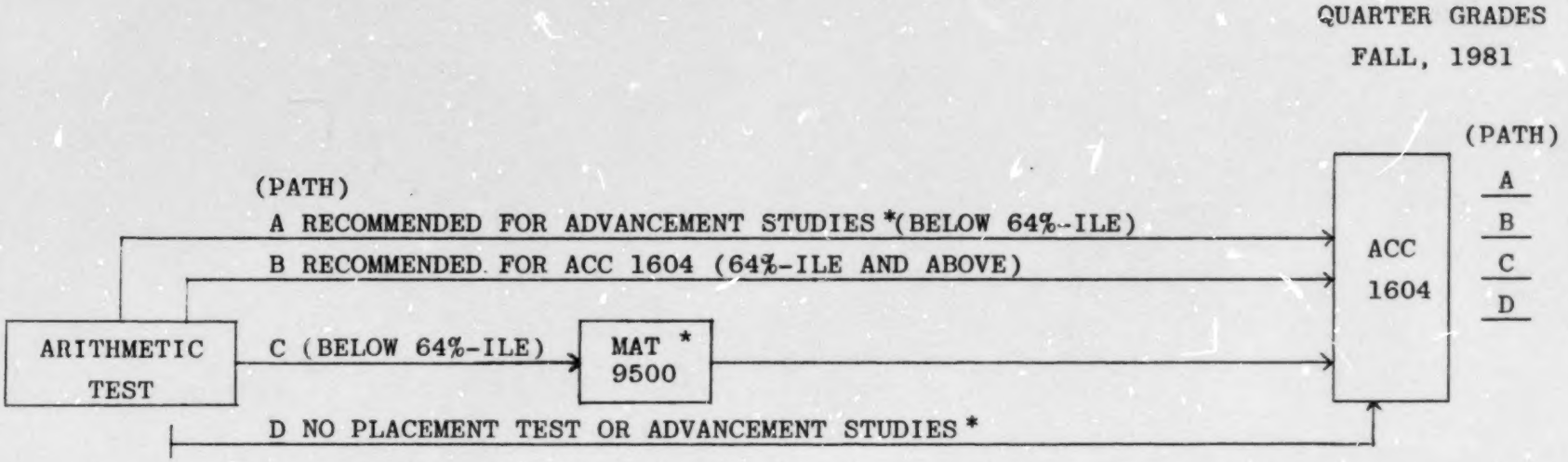


NULL HYPOTHESIS:
THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN SCORES ACHIEVED ON THE MATHEMATICS PRE-TEST PLACEMENT TEST AND SUCCESS IN MAT 1504.

*DEVELOPMENTAL COURSES

TABLE 4

MODEL FOR THE EVALUATION OF THE ARITHMETIC TEST

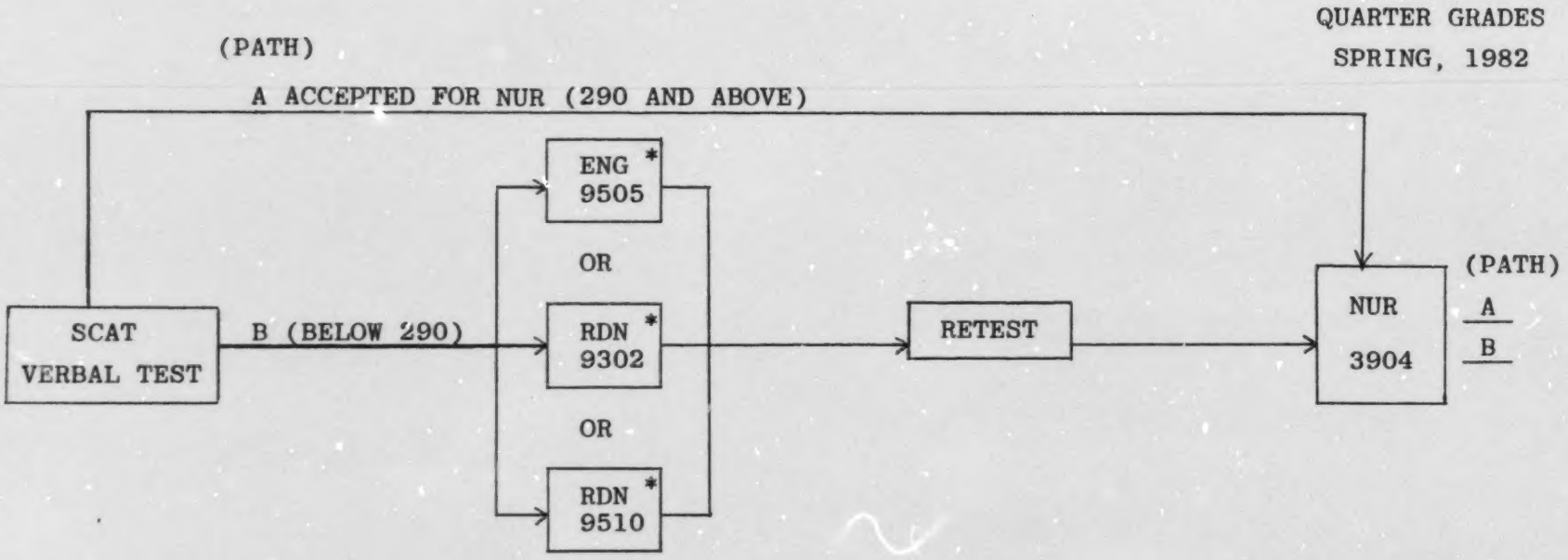


NULL HYPOTHESIS:
THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN SCORES ACHIEVED ON THE CPCC ARITHMETIC PLACEMENT TEST AND SUCCESS IN ACCOUNTING 1604.

*DEVELOPMENTAL COURSE

TABLE 5

MODEL FOR EVALUATION OF THE SCAT VERBAL TEST

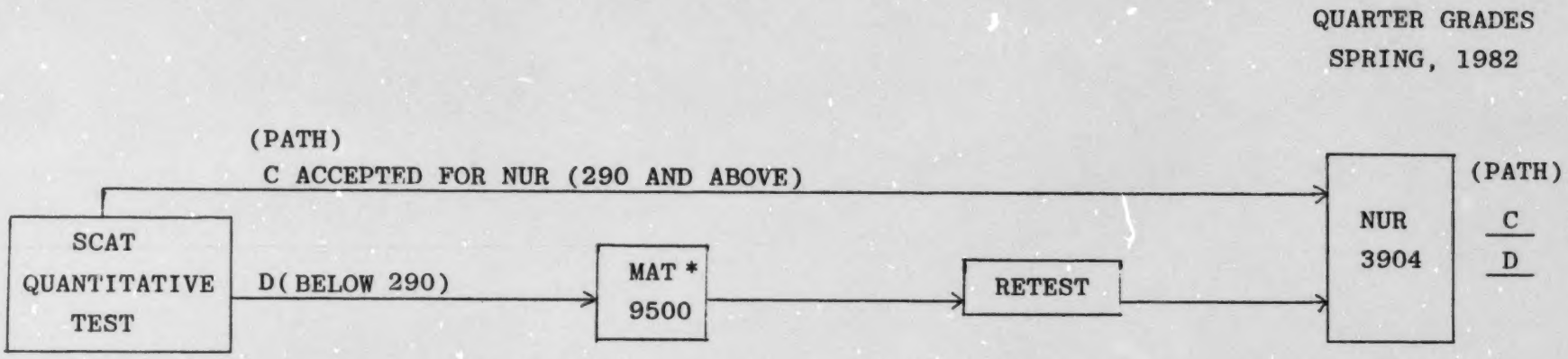


NULL HYPOTHESIS:
THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN SCORES ACHIEVED ON THE SCAT VERBAL TEST AND SUCCESS IN NUR 3904.

*DEVELOPMENTAL COURSES

TABLE 6

MODEL FOR EVALUATION OF THE SCAT QUANTITATIVE TEST



NULL HYPOTHESIS:
THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN SCORES ACHIEVED ON THE SCAT QUANTATIVE TEST AND SUCCESS IN NUR 3904.

*DEVELOPMENTAL COURSE

CHAPTER 2

METHODOLOGY

RESEARCH DESIGN

In the spring of 1981, the College Testing Center staff polled department personnel who used standardized placement testing to determine priority research requests. The project requested most frequently was for a longitudinal study of students' progress through the college curriculum as it related to placement test scores. With a grant from the North Carolina Department of Community Colleges, the longitudinal study began July of 1981. With the advice and guidance of a Central Piedmont Community College project research advisory committee, the project directors developed a research design to study the relationship between placement test scores and academic achievement. Tables 1-6 represent the various models designed to track the placement of students in either developmental courses or in the regular college curriculum. Courses listed as "9000" are designed for developmental work. Raw scores or percentiles listed on the charts are used by counselors and departments to determine placement in different levels of 9000 courses as well as curricula courses. College transfer and technical curricula courses are labelled 1000-4000. The models were submitted to department heads and counselors to affirm the accuracy of the approach.

POPULATION SAMPLE

The sample was drawn from students enrolled in the Central Piedmont Community College fall quarter classes of 1981. Students enrolled in COM 1304 (first quarter English) were selected to determine the effectiveness of the communications tests (n=890, Table 1) and reading tests (n=398, Table 2). Students enrolled in MAT 1504 (first quarter college mathematics) were

selected to determine the effectiveness of the Math Pre-Test as a placement test (n=117, Table 3).

Students enrolled in ACC 1604 (first quarter accounting) were selected to determine the effectiveness of the arithmetic placement test (n=69, Table 4). Students enrolled in NUR 3904 (third quarter course) in the spring of 1982 were selected to study the effectiveness of the SCAT (n=47, Tables 5 and 6).

DATA COLLECTION

The Central Piedmont Community College Computer Center staff wrote a program based on the research design, Tables 1-6, to collect data for each student in the sample. The data was then summarized using a Statistical Anaylsis System (SAS) procedure - PROC FREQ.

For example, of the 890 students enrolled in COM 1304 fall quarter of 1981 and who had taken the Communications test, the summary reported that of those who had taken courses recommended by the counselors, 74% passed COM 1304 and 26% failed. In the group of students who did not follow the prescribed courses after placement testing, 68% passed and 32% failed. Summary data for each test studied is presented in Tables 7-12.

DATA ANALYSIS

The Central Piedmont Community College research project advisory committee selected an appropriate statistical treatment (z-test) to determine if population proportions were significantly different, where π_1 = proportion following route 1 and π_2 = proportion following route 2. If $z > 1.96$, the conclusion is that there is a significant difference in the proportions of students passing in route 1 and route 2. See Appendix C for formula required for solution.

For a more technical statement of the problem:

Null Hypothesis: There is no significant difference between the proportions of two groups of students passing COM 1304 who followed route 1 or route 2; thus,

$$H_0: \pi_1 = \pi_2$$

$$H_1: \pi_1 \neq \pi_2$$

$$\alpha = .05$$

Reject H_0 if $z > 1.96$

See Tables 7-12 for an analysis of placement test data.

LIMITATIONS

The project research advisory committee noted the following limitations:

1. Some students enrolling in the sample classes did not take placement tests and excluded themselves from the study. For example, 69 students of a total of 462 enrolled in ACC 1604 (first quarter accounting) took the arithmetic placement test.
2. There was no institutional requirement that students take courses recommended by counselors.

TABLE 7

SUMMARY OF DATA FOR STUDENTS ENROLLED

IN COM 1304 AND TAKING COMMUNICATIONS PLACEMENT TESTS

SUCCESS OR FAILURE BY ACCEPTANCE OF RECOMMENDED ROUTE

FREQUENCY PERCENT ROW PCT COL PCT	FAIL	PASS	TOTAL
1	216 24% 26% 92%	614 69% 74% 94%	830 93%
2	19 2% 32% 8%	41 5% 68% 6%	60 7%
TOTAL	235 26%	655 74%	890 100%

$z = 2.64$ $\alpha = .05$

Reject H_0 and conclude that the proportions are significantly different.

SUMMARY: n = 890

Group 1 took recommended courses;

24% failed 69% passed COM 1304

Group 2 did not take recommended courses;

2% failed 5% passed COM 1304

TABLE 8

SUMMARY OF DATA FOR STUDENTS ENROLLED

IN COM 1304 AND TAKING READING PLACEMENT TESTS

SUCCESS OR FAILURE BY ACCEPTANCE OF RECOMMENDED ROUTE

FREQUENCY PERCENT ROW PCT COL PCT	FAIL	PASS	TOTAL
1	49 12% 17% 67%	245 62% 83% 75%	294 74%
2	24 6% 23% 33%	80 20% 77% 25%	104 26%
TOTAL	73 18%	325 82%	398 100%

$z = 2.27$ $\alpha = .05$

Reject H_0 and conclude that the proportions are significantly different.

SUMMARY: n = 398

Group 1 took recommended courses:

12% failed 62% passed COM 1304

Group 2 did not take recommended courses:

6% failed 20% passed COM 1304

TABLE 9

SUMMARY OF DATA FOR STUDENTS ENROLLED

IN MAT 1504 AND TAKING MATHEMATICS PRE-TEST PLACEMENT TESTS

SUCCESS OR FAILURE BY ACCEPTANCE OF RECOMMENDED ROUTE

FREQUENCY / PERCENT / ROW PCT / COL PCT	FAIL	PASS	TOTAL
1	43 37% 38% 98%	71 61% 62% 97%	114 97%
2	1 1% 33% 2%	2 2% 67% 3%	3 3%
TOTAL	44 38%	73 62%	117 100%

$z = 0.70$ $\alpha = .05$

Do not reject H_0 and conclude that the proportions are not significantly different.

SUMMARY: n = 117

Group 1 took recommended courses:

37% failed 61% passed MAT 1504

Group 2 did not take recommended courses:

1% failed 2% passed MAT 1504

TABLE 10

SUMMARY OF DATA FOR STUDENTS ENROLLED

IN ACC 1604 AND TAKING ARITHMETIC PLACEMENT TESTS

SUCCESS OR FAILURE BY ACCEPTANCE OF RECOMMENDED ROUTE

FREQUENCY PERCENT ROW PCT COL PCT	FAIL	PASS	TOTAL
1	12 17% 21% 80%	46 67% 79% 85%	58 84%
2	3 4% 27% 20%	8 12% 73% 15%	11 16%
TOTAL	15 22%	54 78%	69 100%

$z = 0.91$ $\alpha = .05$

Do not reject H_o and conclude that the proportions are not significantly different.

SUMMARY: n = 69

Group 1 took recommended courses:

17% failed 67% passed ACC 1604

Group 2 did not take recommended courses:

4% failed 12% passed ACC 1604

TABLE 11

SUMMARY OF DATA FOR STUDENTS ENROLLED

IN NUR 3904 AND TAKING SCAT PLACEMENT TESTS

SUCCESS OR FAILURE BY ACCEPTANCE OF RECOMMENDED ROUTE

FREQUENCY PERCENT ROW PCT COL PCT	FAIL	PASS	TOTAL
1	7 15% 19% 64%	29 61% 81% 81%	36 77%
2	4 9% 36% 36%	7 15% 64% 19%	11 23%
TOTAL	11 23%	36 77%	47 100%

$z = 1.86$ $\alpha = .05$

Do not reject H_o and conclude that the proportions are not significantly different.

SUMMARY: n = 47

Group 1 took recommended courses:

15% failed 61% passed NUR 3904

Group 2 did not take recommended courses:

9% failed 15% passed NUR 3904

TABLE 12

SUMMARY OF DATA FOR PLACEMENT TESTS STUDIED

PLACEMENT TEST	n	ROUTE 1* % FAIL	ROUTE 1* % PASS	ROUTE 2** % FAIL	ROUTE 2** % PASS	z***
CENTRAL PIEDMONT COMMUNITY COLLEGE (CPCC) PRENTICE-HALL TEST FOR WRITERS (COMMUNICATIONS TEST)	890	24%	69%	2%	5%	2.64
NELSON-DENNY READING TEST	398	12%	62%	6%	20%	2.27
CPCC MATH PRE-TEST	117	37%	61%	1%	2%	0.70
CPCC ARITHMETIC TEST	69	17%	67%	4%	12%	0.91
SCHOOL AND COLLEGE ABILITY TEST (SCAT)	47	15%	61%	9%	15%	1.86

* Route 1 - followed recommended sequence of courses.

** Route 2 - did not follow recommended sequence of courses.

*** If $z > 1.96$, then reject H_0 at .05 level of significance.

CHAPTER 3

FINDINGS OF THE STUDY

RESEARCH QUESTIONS AND ANSWERS

1. Does performance on the Central Piedmont Community College Prentice-Hall Communications Test for Writers identify students in need of a course in developmental English? Yes.

2. If a correlation is found as stated in question number 1, what is the appropriate range of scores for placement in developmental ENG 9500 (first level)? What is the appropriate range of scores for placement in developmental ENG 9510 (second level)? From the above study, scores currently being used for placement in developmental English classes appear to be appropriate. (See Table 1.)

3. Does the communications test identify students who are likely to succeed in COM 1304 (the first college level English course)? Yes.

4. What is the appropriate minimum score to use for placing students in COM 1304? The current score of 22 used in selecting students prepared to pass COM 1304 is considered to be the minimum level.

5. Is the Central Piedmont Community College Prentice-Hall Communications Test for Writers valid for placement of students in the college curricula? Yes.

6. Does the Nelson-Denny Reading Test identify students who need developmental reading courses? Yes.

7. In using the Nelson-Denny Reading Test, what is the appropriate range of scores for placement in developmental RDN 9500 (first level); for placement in developmental RDN 9505 (second level); for placement in RDN 9510 (third level)? Current scores in use are appropriate. (See Table 2.)

8. Is the Nelson-Denny Reading Test a valid instrument for use in the placement of students in the college curricula? Yes.

9. Does performance on the Central Piedmont Community College (CPCC) Mathematics Pre-Test identify students who need developmental algebra courses? (Refer to question 13.)

10. In using the CPCC Mathematics Pre-Test, what is the appropriate range of scores for placement in developmental MAT 9502 (first level algebra); for placement in developmental MAT 9510 (second level algebra)? (Refer to question 13.)

11. Does the CPCC Mathematics Pre-Test identify students who will be successful in the first college level algebra course, MAT 1504? (Refer to question 13.)

12. In using the CPCC Mathematics Pre-Test, what is the best range of scores for placement in MAT 1504? (Refer to question 13.)

13. Is the CPCC Math Pre-Test a valid instrument for placement of students in the college curricula? (Answer for questions 9-13) From the study, no. The Math Pre-Test is no longer used. A similar study of the new CPCC Mathematics Test is indicated to answer this question. (See Table 3.)

14. Does the CPCC Arithmetic Test identify students who need a developmental mathematics course? (Refer to question 16.)

15. In using the CPCC Arithmetic Test, what is the appropriate range of scores for placement in developmental MAT 9500? (Refer to question 16.)

16. Is the CPCC Arithmetic Test a valid instrument for placement of students in the college curricula? (Answer for questions 14-16) From this study, no. Limitation: only 17.5% of ACC 1604 students enrolled fall, 1981 took the Arithmetic Placement Test and thus 82.5% excluded themselves from

the study. The study should be repeated using another group where a significant number of students took the Arithmetic Test at entrance. (See Table 4.)

17. Does performance on the School and College Ability Test identify students who need developmental English and reading courses (for Associate Degree Nursing and Physical Therapist Assistant applicants only)? (Refer to question 19.)

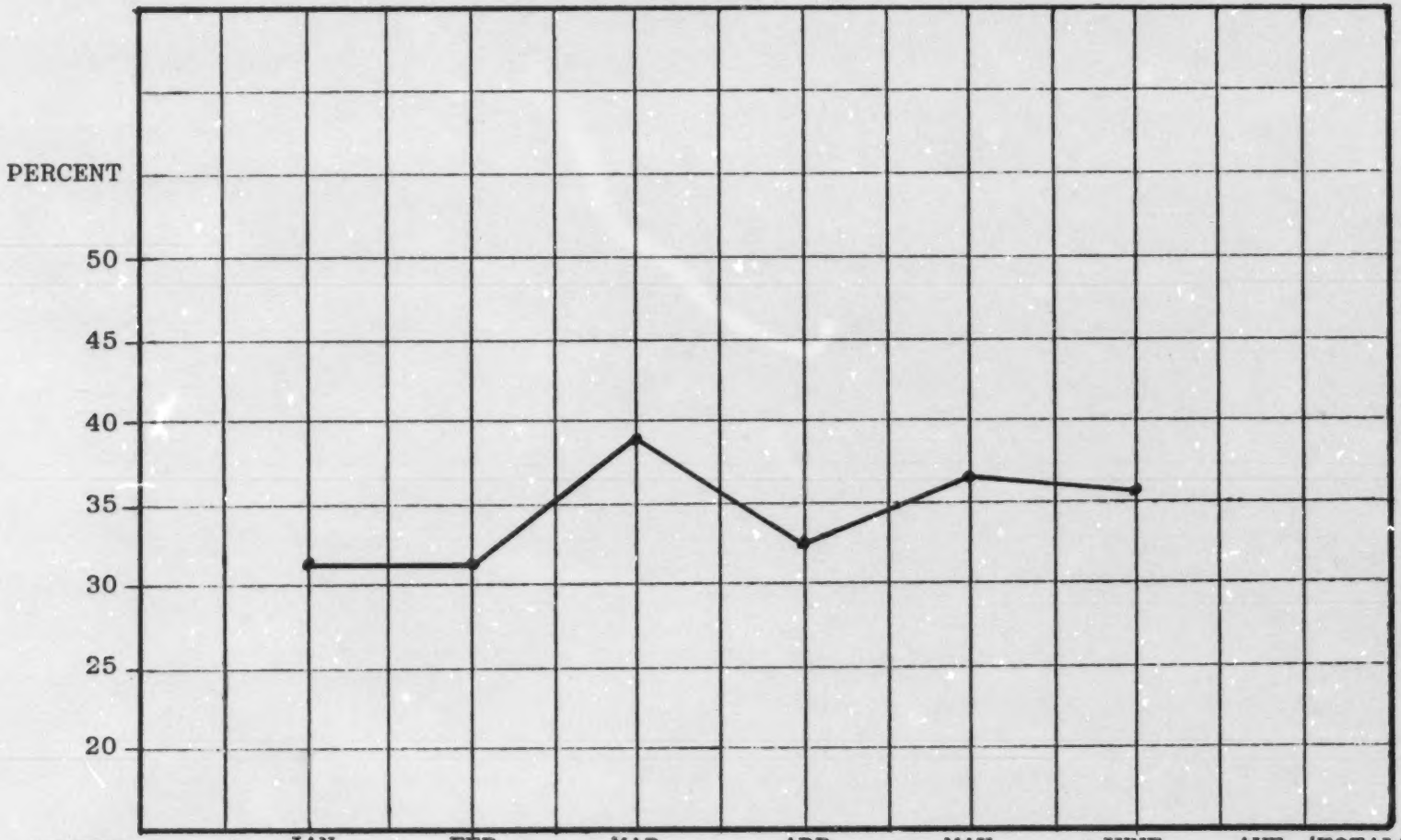
18. In using the School and College Ability Test, what is the appropriate range of scores for placement in developmental ENG 9505; for placement in developmental RDN 9302; for placement in RDN 9510? (Refer to question 19.)

19. Is the School and College Ability Test a valid instrument for placement of students in the Associate Degree Nursing or Physical Therapist Assistant curricula? From the study, no. The SCAT warrants further evaluation and study to determine its effectiveness as a placement test in the Associate Degree Nursing program. (See Tables 5 and 6.)

20. What percentage of students identified as needing developmental course(s) actually take the suggested developmental course(s)? Analysis of students taking placement test during the spring quarter of 1982 is summarized in Tables 13 through 18.

PERCENT CPCC APPLICANTS PLACING IN ADVANCEMENT STUDIES* ENGLISH CLASSES BASED ON PERFORMANCE ON THE PRENTICE-HALL TEST FOR WRITERS PLACEMENT TEST

JANUARY-JUNE 1982



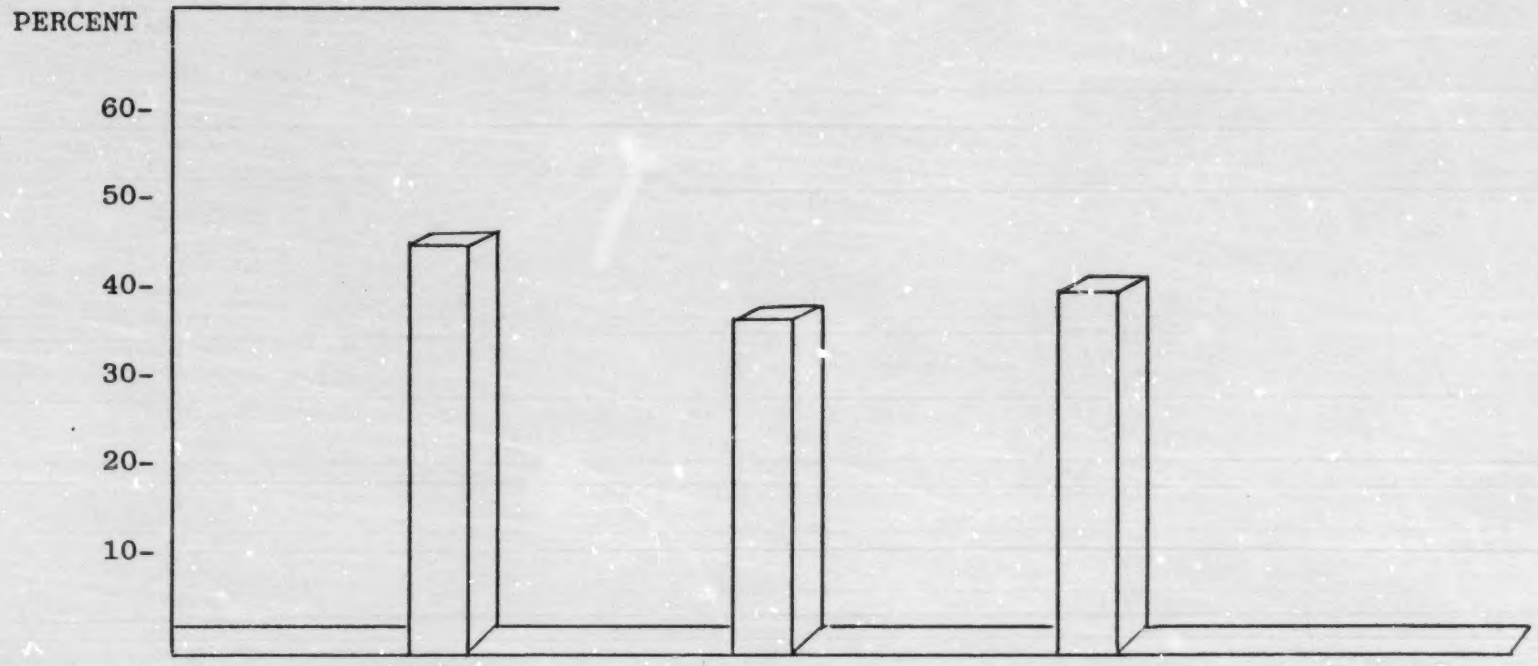
MONTH	JAN.	FEB.	MAR.	APR.	MAY	JUNE	AVE./TOTALS
NUMBER TESTED	261	426	468	326	253	240	1,974
MEAN SCORE	25.5	26.6	25.1	25.9	23.7	25.2	25.4
NUMBER BELOW 22	84	138	176	108	93	87	686
PERCENT BELOW 22	32%	32%	38%	33%	37%	36%	35%

(WINTER-1980 34% SPRING-1980 35%
1982 34% 1982 35%)

*DEVELOPMENTAL COURSES

TABLE 13

PERCENT CPCC APPLICANTS PLACING IN
READING COURSES BASED ON PERFORMANCE ON THE
NELSON-DENNY READING TEST FORM C FALL, 1981

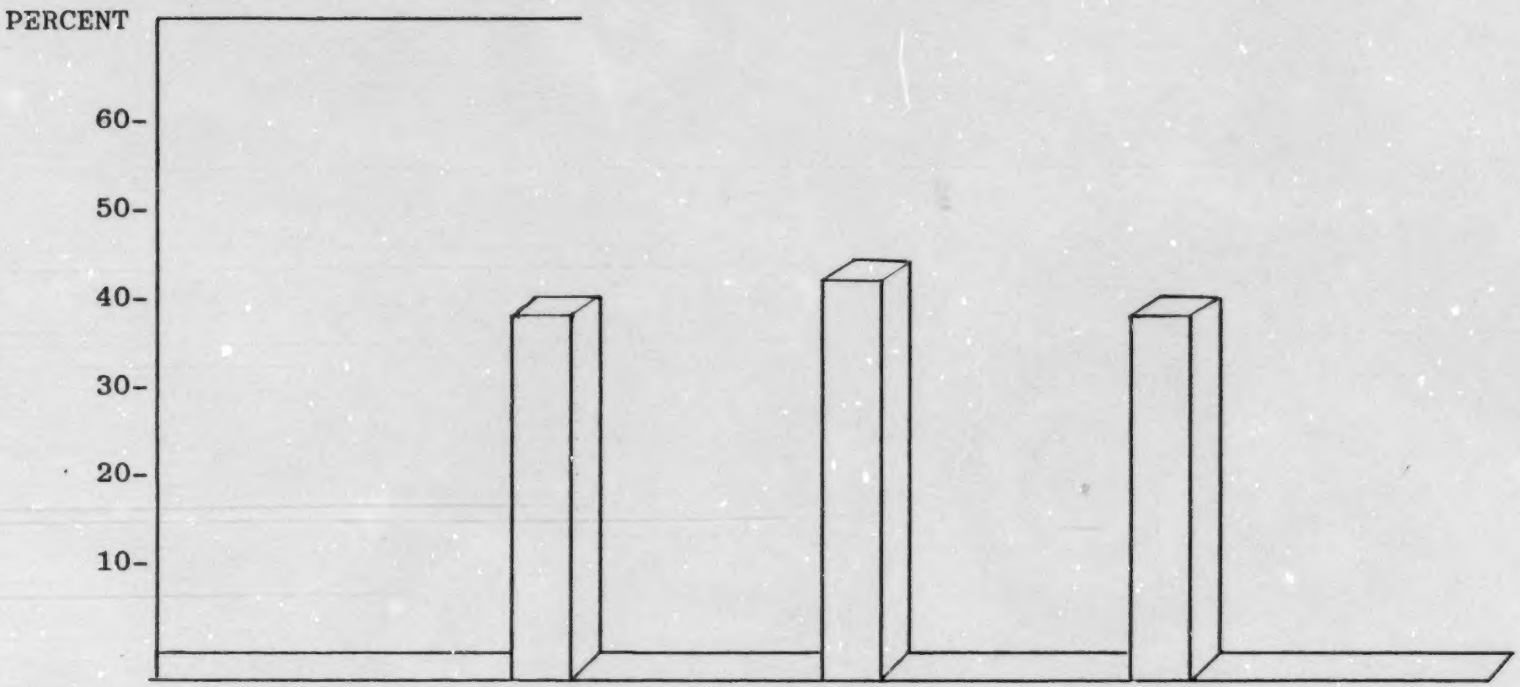


MONTH	OCTOBER	NOVEMBER	DECEMBER	TOTALS/AVE.
NUMBER TESTED	126	200	332	658
NUMBER BELOW TOTAL SCORE 17%-ILE*	58	75	137	270
PERCENT BELOW 17%-ILE	46%	37.5%	41%	41%
MEAN RAW SCORE	53.095	58.118	58.623	57.411
MEAN PERCENTILE	19%-ILE	27%-ILE	28%-ILE	25%-ILE

* REMEDIATION RECOMMENDED IF TOTAL SCORE BELOW 17%-ILE FORM C

TABLE 14

PERCENT CPCC APPLICANTS PLACING IN
READING COURSES BASED ON PERFORMANCE ON THE
NELSON-DENNY READING TEST FORM E SPRING, 1982



MONTH	APRIL	MAY	JUNE	TOTALS/AVE.
NUMBER TESTED	141	183	255	579
NUMBER BELOW TOTAL SCORE 30%-ILE*	52	76	108	236
PERCENT BELOW 30%-ILE	37%	42%	42%	41%
MEAN RAW SCORE	76.404	78.186	77.953	77.649
MEAN PERCENTILE	38%-ILE	41%-ILE	41%-ILE	41%-ILE

* REMEDIATION RECOMMENDED IF TOTAL SCORE BELOW 30%-ILE FORM E

TABLE 15

ANALYSIS OF SUMMER QUARTER ENROLLMENT OF
CPCC APPLICANTS PLACING IN READING COURSES
BASED ON PERFORMANCE ON THE NELSON-DENNY
READING TEST SPRING QUARTER 1982

Total Number Tested	579
Total Number Placing In Reading Courses	236
Percent	41%

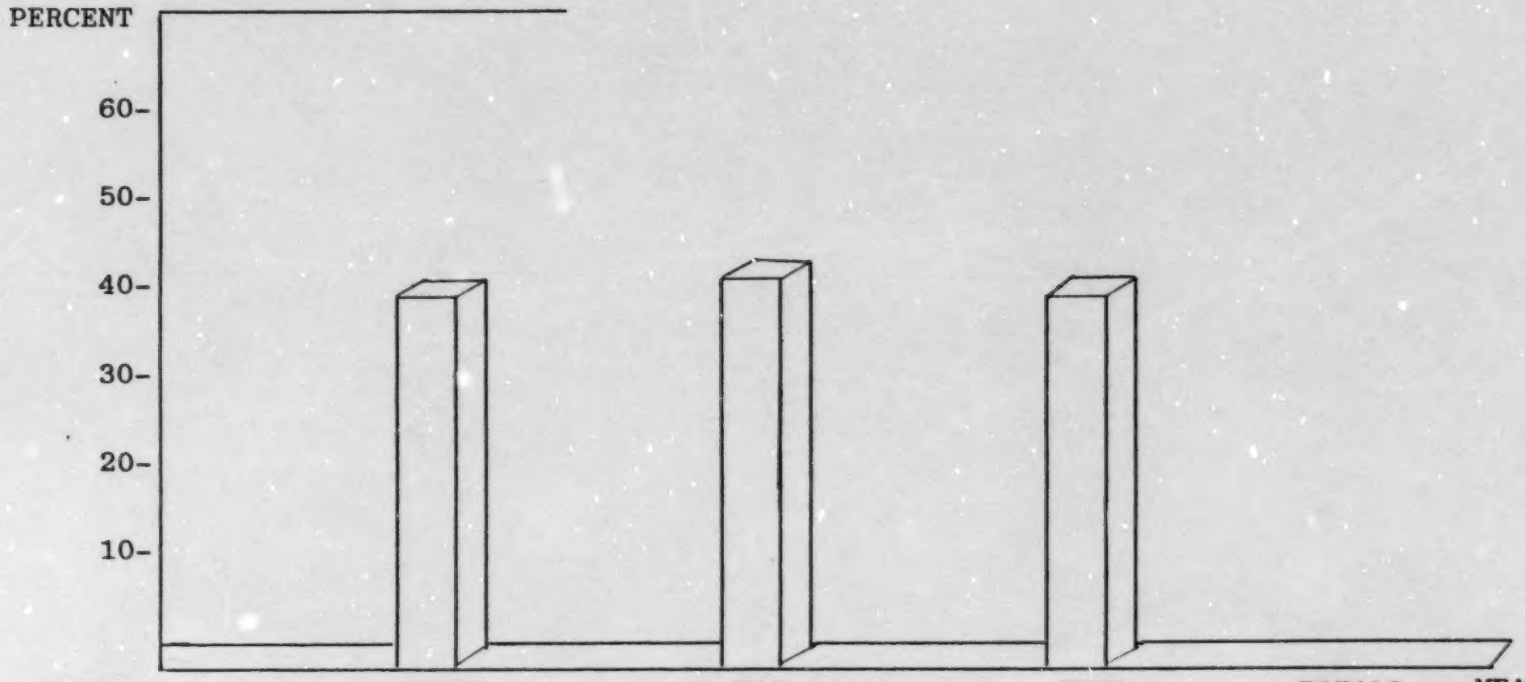
Applicants Placing In Reading Courses:

Did not enroll for summer quarter	161	68%	
Enrolled and registered for a Reading course	32	14%	
Enrolled and registered for English or Mathematics *Advancement Studies courses and no Reading courses	16	7%	
Enrolled and registered for no Reading courses or *Advancement Studies courses	27	11%	
	Total		236

*Developmental Courses

TABLE 16

PERCENT CPCC APPLICANTS PLACING IN
MAT 9500* BASED ON PERFORMANCE ON THE
ARITHMETIC PLACEMENT TEST SPRING 1982



MONTH	APRIL	MAY	JUNE	TOTALS	MEAN SCORE
NUMBER TESTED	83	122	182	387	32.891
NUMBER BELOW 32	33	53	70	156	
PERCENT BELOW 32	40%	43%	38%	40%	

*DEVELOPMENTAL COURSE

TABLE 17

ANALYSIS OF SUMMER QUARTER
ENROLLMENT OF CPCC APPLICANTS
PLACING IN ADVANCEMENT STUDIES MAT 9500* BASED
ON PERFORMANCE ON THE ARITHMETIC
PLACEMENT TEST SPRING QUARTER 1982

Total Number Tested	387
Total Number Placing in MAT 9500	156
Percent	40%

Applicants Placing In MAT 9500:

Did not enroll for summer quarter	102	65%	
Enrolled and registered for MAT 9500	31	20%	
Enrolled and registered for no English or Mathematics *Advancement Studies courses or Reading courses	17	11%	
Enrolled and registered for Advancement Studies and/or Reading courses but not MAT 9500	6	4%	
	Total		156

*Developmental Courses

TABLE 18

CHAPTER 4

RECOMMENDATIONS

It is recommended that -

1. the attrition rate of the North Carolina Department of Community Colleges be addressed through the application of proper placement tests;
2. the Occupational Education Research Services, North Carolina Department of Community Colleges, continue funding similar experimental field projects to test the validity of the experimental models with other placement tests;
3. standardized placement tests continue to be emphasized as a prerequisite to course placement in the North Carolina Community College System;
4. the ongoing analysis of all Central Piedmont Community College placement tests be a continuous process.

TABLE 19

A SIMULATED EVALUATION MODEL OF AN ARITHMETIC PLACEMENT TEST

Target Classes - Accounting 1604 Fall, 1981

Passing Arithmetic Score 64%-ile and above

Student	Placement Test Score Below 64%ile	Took Recommended MAT 9500	Final Grade ACC 1604	Path Followed (see Table 4)
Section 01				
Brown	yes	yes	B	C
Campbell	yes	no	F	A
Davis	-	-	F	B
Helton	-	-	B	B
Morton	-	-	W (omit)	B
Newsom	yes	yes	B	C
Smith	yes	yes	W (omit)	C
Thomas	-	-	C	B
Yang	yes	no	F	A
Zegora	-	-	C	B
Section 02				
Allen	yes	no	C	A
Coe	yes	yes	F	C
Elton	-	-	A	B
Harris	-	-	B	B
Isom	yes	yes	W (omit)	C
Makita	yes	no	F	A
Newton	-	-	W (omit)	B
Saiid	yes	yes	C	C
Tison	-	-	W (omit)	B

	Fail	Pass
Route 1 (B & C)	2	8
Route 2 (A)	3	1

Total 14

CHAPTER 5

RESEARCH DESIGNS FOR VARIOUS SIZED BUDGETS

BUDGET A: Under $5,000

A. Resources Required

Student placement test scores

Student transcript (history file) of courses taken and grades earned

Clerical assistance

B. Procedure:

1. Select a college entry level course with a specific placement test required or recommended for entrance.
2. Consult Tables 1-6 to construct a research design. Designate paths taken by students to reach the target class as A,B,C, etc. Note which paths are recommended placement in your school and which paths are not advised. Denote groups of students following counselor's advice as route 1. Those who do not follow advice as route 2.
3. Obtain a roster of all enrolled students for one quarter in the target course (at least 100).
4. With clerical assistance complete a table of data from the student files. See Table 19 for a simulated model structure.
5. Count the number of students in each group (A,B,C, etc.). Record the numbers passing route 1; failing route 1. Record the numbers passing in route 2; failing in route 2. Do not include students who withdrew from the class during the term. Omit enrolled students who did not take the particular placement

test to be evaluated.

6. Calculate the z-statistic for the accumulated data. See Appendix C for formula.
7. If $z \geq 1.96$, then you may conclude that the placement test is being used appropriately in guiding enrolling students. If not, then further study and evaluation is indicated.

BUDGET B: Under $25,000

A. Resources needed

Apple II + Computer - or - TRS-80 Model III, IBM, Commodore, etc. with 64 K. capacity

Disc drives (2)

Student history records and placement test scores stored on discs

Printer

Software

B. Procedures

1. Construct an appropriate research design to evaluate the selected placement test as in Budget A: 1 and 2.
2. Write a program to collect student data based on the design.
3. Execute and collect raw data as described in Budget A: 3 and 4.
4. Execute a frequency distribution to tally the collected raw data (on disc) -- as described in Budget A: 5. Print.
5. Analyze the data as in Budget A: 6 and 7.

BUDGET C: Approximately $50,000

A. Resources

Access to an institutional size computer system

Student history records and placement test scores stored in computer memory

Computer programming services

B. Procedure

Follow the steps outlined on pages 16 and 17 to evaluate a selected placement test as presented in the Central Piedmont Community College research project.

TECHNICAL CONSIDERATIONS: The data in this report were collected using an IBM 4331 computer with 2 megabytes storage. The placement test answer sheets were scored and a tape generated by a National Computer Service (NCS) Optical Mark Reading System Sentry 70 Model 7003 in the batch mode. We recommend an NCS Model 7000, 7001, Scan-tron, or other optical reader which can score individual answer sheets and feed data directly into the computer.

Statistical assistance was provided by use of a Statistical Analysis System (SAS) package leased from SAS, Inc., Cary, North Carolina, and available in the Central Piedmont Community College computer. SAS is available to all subscribers to Triangle University Computations Center (TUCC) at the North Carolina Triangle Research Center System through the North Carolina Educational Computing Service. A Texas Instrument Calculator TI-55 or equivalent is recommended for statistical capability and evaluation of testing linear regression, mean, standard deviation, expectancy tables, etc.

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MITCHELL COMMUNITY COLLEGE

WEST BROAD STREET STATESVILLE, NORTH CAROLINA 28677
(704) 873-2201

USED BY PERMISSION OF MITCHELL COMMUNITY COLLEGE

MEMORANDUM

TO: Testing Director

FROM: Deb Williford, Diagnostician
Mitchell Community College

DATE: February, 1981

RE: N.C. Community College System Placement Test Survey

Thank you for completing the questionnaire that was mailed to you last month. I hope the state-wide data will be informative as you examine your own testing program. Fifty out of the 58 institutions responded, and are included in the study. If I can be of assistance in providing further information such as comments, etc. obtained through the survey, please feel free to contact me. Thanks again for your cooperation.

DW/bf

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PLACEMENT TESTS

The following is a list of all the placement tests used by the institutions who participated in the survey. They are listed according to the frequency of useage within the community college system. For your reference, the schools are listed along with the programs for which the placement tests are used.

21 1. Comparative Guidance and Placement Tests
(these institutions use some subtest(s) of the battery)

Beaufort Community College - (all programs)
Blue Ridge Technical College - (technical, vocational, nursing)
Carteret Technical College - (technical, nursing, X-ray, respiratory therapy, medical office assistant)
Catawba Valley Technical College - (technical, nursing, surgical technology)
Coastal Carolina Community College - (technical, college transfer, nursing)
College of the Albemarle - (technical, college transfer, nursing)
Davidson County Community College - (all programs)
Forsyth Technical Institute - (all programs)
Halifax Community College - (technical, college transfer, nursing)
Isothermal Community College - (technical, college transfer, nursing)
Lenoir Community College - (nursing)
Mayland Technical College - (all programs)
Piedmont Technical College - (all programs)
Roanoke-Chowan Technical Institute - (all programs)
Rockingham Community College - (nursing)
Sampson Technical College - (all programs)
Sandhills Community College - (all programs)
Southwestern Technical College - (all programs excluding nursing)
Surry Community College - (all programs)
Western Piedmont Community College - (technical, college transfer, nursing, some vocational)
Wilkes Community College - (all programs)

13 2. Nelson-Denny Reading Test

Asheville-Buncombe Technical College - (all programs)
Blue Ridge Technical College - (all programs)
Caldwell Community College & Technical Institute - (all programs)
Central Piedmont Community College - (varies according to program)
Fayetteville Technical Institute - (all programs)
McDowell Technical College - (all programs)
Mitchell Community College - (all programs)
Rockingham Community College - (technical, college transfer, nursing)
Rowan Technical College - (all programs)
Southwestern Technical College - (all programs, excluding nursing)
Technical College of Alamance - (all programs)
Vance-Granville Community College - (all programs)
Wilkes Community College - (all programs)

12 3. English/Grammar Placement Test (institutionally developed)

Beaufort Community College - (all programs excluding nursing & medical lab technicians)
Caldwell Community College & Technical Institute - (technical, college transfer, nursing)
Edgecombe Technical College - writing sample - (technical, college transfer)
Martin Community College - (all programs)
Mitchell Community College - (all programs)
Pitt Community College - (technical, college transfer, vocational)
Rockingham Community College - (technical, college transfer, nursing)
Sandhills Community College - writing sample - (all programs)
Vance-Granville Community College - writing sample - (all programs)
Wayne Community College - (all programs excluding vocational)
Wilkes Community College - (all programs)
Wilson County Technical Institute - (all programs)

12 4. Math Placement Test (institutionally developed)

Caldwell Community College & Technical Institute - (technical, college transfer, nursing)
Carteret Technical College - (vocational)
Central Piedmont Community College - (varies according to program)
Fayetteville Technical Institute - (all programs)
Halifax Community College - (all programs excluding nursing)
Martin Community College - (all programs)
Mitchell Community College - (all programs)
Pitt Community College - (technical, college transfer, vocational)
Robeson Technical College - (all programs)
Sandhills Community College - (nursing)
Vance-Granville Community College - (all programs)
Wayne Community College - (all programs excluding vocational)

9 5. Ward-Speece Math Pretest

Asheville-Buncombe Technical College - (all programs)
Durham Technical Institute - (all programs)
Edgecombe Technical College - (all programs)
Guilford Technical Institute - (all programs)
Halifax Community College - (nursing)
Nash Technical Institute - (all programs)
Rowan Technical College - (all programs)
Technical College of Alamance - (all programs)
Wilson County Technical Institute - (all programs)

8 6. Differential Aptitude Test (DAT)
(these institutions use some subtest(s) of the battery)

Durham Technical Institute - (vocational)
Fayetteville Technical Institute - (all programs)
Montgomery Technical Institute - (technical, college transfer)
McDowell Technical College - (all programs)
Nash Technical Institute - (all programs)
Pamlico Technical College - (all programs)
Stanly Technical College - (technical, nursing, respiratory therapy)
Wilson County Technical Institute - (all programs)

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7 7. School and College Ability Tests (SCAT)

Cape Fear Technical Institute - (all programs)
Haywood Technical College - (technical, college transfer, vocational)
Montgomery Technical Institute - (nursing)
Piedmont Technical College - (nursing)
Pitt Community College - (nursing)
Richmond Technical Institute - (all programs)
Tri-County Community College - (technical, college transfer, vocational)

6 8. Cooperative English Tests

Guilford Technical Institute - (all programs)
Haywood Technical College - (technical, college transfer, vocational)
Johnston Technical College - (all programs excluding vocational)
Robeson Technical College - (all programs)
Southwestern Technical College - (nursing)
Tri-County Community College - (nursing)

5 9. Cooperative Math, Arithmetic, or Algebra

Blue Ridge Technical College - (college transfer)
Johnston Technical College - (all programs excluding vocational)
Richmond Technical Institute - (all programs)
Southwestern Technical College - (nursing)
Tri-County Community College - (college transfer, nursing)

4 10. California Achievement Test

Bladen Technical College - (all programs)
Durham Technical Institute - (all programs)
Lenoir Community College - California Reading Test - (technical, college transfer, nursing, teacher aide, computer operator)
Pitt Community College - (technical, college transfer, vocational)

4 11. Comprehensive Tests of Basic Skills (CTBS)
(these institutions use some subtest(s) of the battery)

Edgecombe Technical College - (all programs)
Halifax Community College - (all programs)
Nash Technical Institute - (all programs)
Wilson County Technical Institute - (all programs)

4 12. Otis Quick Scoring Mental Abilities Test

Asheville-Buncombe Technical College - (all programs)
Cape Fear Technical Institute - (nursing)
Isothermal Community College - (nursing)
Montgomery Technical Institute - (nursing)

3 13. Diagnostic Reading Test

Catawba Valley Technical College - (technical, nursing, surgical technology)
Guilford Technical Institute - (all programs)
Wayne Community College - (all programs)

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3 14. Otis-Lennon Mental Ability Tests

Carteret Technical College - (technical, nursing, radiologic technology, respiratory therapy, medical office assistant)
Coastal Carolina Community College - (nurse aide)
Lenoir Community College - (nursing)

2 15. Gates-McGinite Reading

Caldwell Community College & Technical Institute - (pre-job)
Richmond Technical Institute - (all programs)

2 16. Purdue Pegboard

Cape Fear Technical Institute - (all programs)
Fayetteville Technical Institute - (all programs)

2 17. RFJ Reading Inventory

Blue Ridge Technical College - (nurse assistant, geriatric care specialist)
Martin Community College - (all programs)

1 18. American College Testing Program (ACT)

Gaston College - (technical, college transfer, nursing)

1 19. American College Testing Program - Career Planning Program

Anson Technical College - (nursing)

1 20. California Occupational Preference Survey (COPS)

Vance-Granville Community College - (all programs)

1 21. Cognitive Style Map

Caldwell Community College & Technical Institute - (nursing)

1 22. College English Placement Test

Tri-County Community College - (technical, college transfer)

1 23. Cooperative Reading Test

Bladen Technical College - (all programs)

1 24. Descriptive Tests of Mathematics Skills (DTMS)

Rockingham Community College - (technical, college transfer, nursing)

1 25. Henmon Nelson Test of Mental Ability

Pitt Community College - (nursing)

1 26. Industrial Reading Test

Rockingham Community College - (vocational)

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_1_ 27. Iowa Silent Reading Test

Carteret Technical College - (vocational)

_1_ 28. Lorge Thorndike

Catawba Valley Technical College - (nursing, surgical technology)

_1_ 29. Math Placement Inventory

Haywood Technical College - (technical, college transfer, vocational)

_1_ 30. Otis-Lennon School Ability Test

Wilkes Community College - (nursing)

_1_ 31. Prentice-Hall/CPCC Communications Test for Writers

Central Piedmont Community College - (varies according to program)

_1_ 32. Rotter Internal-External Locus of Control

Vance-Granville Community College - (all programs)

_1_ 33. Stanford Diagnostic Math

Rockingham Community College - (vocational)

_1_ 34. Stanford Test of Academic Skills - English

Lenoir Community College - (technical, college transfer, nursing, teacher aide, computer operator)

_1_ 35. Stanford Test of Academic Skills - Math

Lenoir Community College - (technical, college transfer, teacher aide, computer operator)

_1_ 36. Wax Carving Test

Durham Technical Institute - (dental laboratory technology)

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DIAGNOSTIC TESTS

The following is an alpnabetical list of testing materials used in addition to the placement tests. The number following the test indicates the number of institutions (who responded to the questionnaire) that are currently using the instrument.

ACT (1)
Ammons Quick Test (1)
Appraisal of Occupational Attitudes (1)
Attitude and Temperament (1)
California Occupational Preference Survey (2)
California Psychological Inventory (2)
California Test of Mental Maturity (1)
Career Assessment Inventory (1)
Career Guidance Inventory (5)
Career Maturity Inventory (1)
CGP (1)
CLEP (1)
Daily Vocational Tests (1)
DHAT (1)
Differential Aptitude Tests (7)
Educational Interest Inventory (3)
Edwards Personal Preference Schedule (4)
Eysenik Personality Inventory (1)
Hall Occupational Orientation Inventory (1)
Holland's Self-Directed Search (6)
Kuder (9)
Learning Styles Inventory (1)
MMPI (2)
Mooney Problem Checklist (1)
Myers-Briggs (2)
Nelson-Denny (1)
Nowicki-Strickland Locus of Control (1)
Ohio Vocational Interest Test (1)
Otis Quick Scoring Mental Ability Test (1)
Personality Research Form (1)
Programmers Aptitude Test (1)
SCAT (1)
Slosson Intelligence Test (1)
Stanford-Binet (1)
Strong-Campbell (9)
Strong Vocational Interest (1)
Study of Values (2)
Sullivan Reading Test (1)
Survey of Study Habits (6)
Tennessee Self-Concept (4)
WAIS (4)
Wide Range Interest Opinion Test (1)
WISC-R (1)
Woodcock-Johnson Psycho-Educational Test Battery (1)
WRAT (1)

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QUESTIONNAIRE RESULTS

I. Policy for testing part-time or special students

N = 50

12 - No comment as to policy

13 - Tested if earned 12 credit hours or more, or taking reading, English, or math

12 - Do not test

9 - Use same policy as for full-time students

4 - Tested if seeking a degree

II. Are all students in curriculum programs requiring placement test results tested before they are allowed to register?

N = 50 33 - Yes 17 - No

Comments: - Test new students first week of quarter.

- Test those who apply after registration day during first week of class.

- Register on provisional basis. If fail to test within 4 weeks, may lead to suspension.

III. How often are placement tests administered?

N = 50 7 - Quarterly

16 - Monthly

13 - Weekly

14 - Upon Demand

IV. Do all students receive pre-admissions interviews?

N = 50 37 - Yes 13 = No

V. Are "walk-ins" on registration scheduled for an interview before they are allowed to register?

N = 50 25 - Yes 25 - No

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The questionnaire revealed the following results regarding the existence of testing centers within the community college system. Classrooms were not considered as formal testing centers.

N = 50
Have testing centers = 18
Do not have testing centers = 32

The following tables present the data according to enrollment and technical institutes/colleges versus community colleges.

TECHNICAL INSTITUTES/COLLEGES

Enrollment	Institutions having testing centers	Institutions not having testing centers
1- 499	2	3
500- 999		8
1,000-1,499	1	5
1,500-1,999		4
2,000-2,499		2
2,500-2,999	1	
3,000-3,499	2	
3,500-3,999		
4,000-4,499		
4,500-4,999		
5,000-5,499		1
Total	6	23

COMMUNITY COLLEGES

Enrollment	Institutions having testing centers	Institutions not having testing centers
1- 499		
500- 999		2
1,000-1,499	3	2
1,500-1,999	5	2
2,000-2,499	3	2
2,500-2,999		
3,000-3,499	1	
30,000		1
Total	12	9

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PLACEMENT TESTING INFORMATION

Your admission to CPCC is being processed, and we look forward to working with you as you further your education and career.

Here are the steps you will take to enroll in the program you want to study:

(KEEP THIS LIST AND CHECK OFF THE STEPS AS YOU COMPLETE THEM.)

NOTE: Accommodations for children are not available at testing or counseling sessions.

✓ 1. CPCC Student Data Sheet (You should have already filled this out.)

_____ 2. Transcript (grades) - have them sent to: Admissions, CPCC, P. O. Box 35009, Charlotte, N. C. 28235. (All high school, GED, CLEP, TOEFL or Michigan scores, and college)

*** (see below) 3. Placement tests (These tests are helpful in determining what courses you need to take.) (If you live outside the Charlotte area and it is not possible for you to get to the CPCC campus for placement tests, arrangements can be made for you to be tested off-campus. To request off-campus testing, call 704/373-6886.)

_____ 4. Counselor advising session - required. (You will receive a notice telling you the date and time of your appointment after you take your placement tests.)

_____ 5. Registration - sign up for classes and pay tuition. For registration dates, see the calendar in the CPCC catalog.

***YOU HAVE BEEN SCHEDULED TO TAKE YOUR **PLACEMENT TESTS** ON:

_____ at: _____

(day) (date) (time)

(If you cannot keep this appointment and need rescheduling, please call 373-6687)

REPORT TO THE TESTING CENTER, PLACEMENT / GROUP ENTRANCE, FOURTH FLOOR, LEARNING RESOURCES CENTER, CPCC CAMPUS.

You will be there about 2½ hours.

You may park in any student parking lot. Make sure you have 35¢ (no pennies) for the exit gate. Tear off the PARKING PERMIT at the bottom of this page and place it – PERMIT SIDE UP – on the dashboard on the driver's side of your car.

Allow **at least** 20 minutes to get from the parking lot (or parking deck) to the Testing Center in the Learning Resources Center.

DO NOT BE LATE — ONCE THE TESTS HAVE STARTED, YOU WILL NOT BE ADMITTED TO THE TESTING CENTER AND YOU WILL HAVE TO BE RESCHEDULED.

If you have any questions or want further information, call 704/373-6687. Feel free to ask for help, if you need it.

CPCC is an equal opportunity institution

CENTRAL PIEDMONT COMMUNITY COLLEGE

PLACEMENT TESTS

PARKING PERMIT

_____

(DATE)

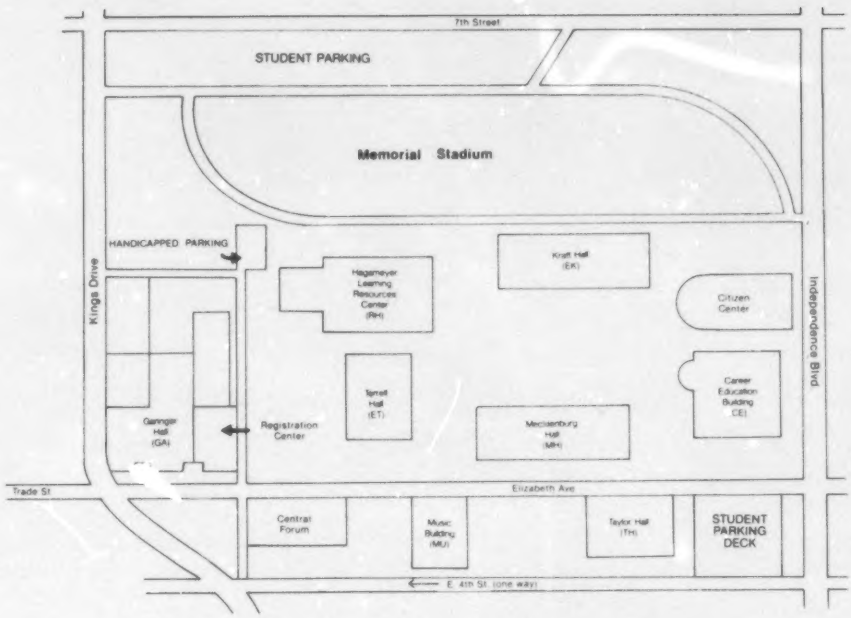
This parking permit should be placed THIS SIDE UP on the dashboard of the driver's side of your car.

BE SURE YOU HAVE 35¢ (NO PENNIES) FOR THE EXIT GATE!

ADMISSIONS INFORMATION OFFICE
CENTRAL PIEDMONT COMMUNITY COLLEGE
P.O. BOX 35009
CHARLOTTE, NC 28235

IMPORTANT

TESTING APPOINTMENT



7/82

Address Change	373-6520	Student Records Office	2nd Floor, ET
Admissions	373-6687	Information/Admissions	2nd Floor, ET
Cafeteria	332-6598	Central Forum	Elizabeth Ave.
Counseling	373-6954	Counseling Appointment Desk	2nd Floor, ET
Employment (Student)	373-6551	Student Employment Center	GA 239
Financial Aid	373-6942	Financial Aid Office	5th Floor, ET
Information Desk	373-6687	Information/Admissions	2nd Floor, ET
International Student Advising	373-6456	Kratt 102	1st Floor, EK
Residency Laws	373-6959	Student Records Office	2nd Floor, ET
Social Security Information	373-6785	Terrell 215	2nd Floor, ET
Testing Information	373-6687	Information/Admissions	2nd Floor, ET
Transcripts Received	373-6687	Admissions/Records	2nd Floor, ET
Tuition and Fees Payment	373-6964	Business Office	1st Floor, ET
Veterans Affairs	373-6851	Office of Veterans Affairs	2nd Floor, ET

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INSTRUCTIONS FOR ADMINISTERING OFF-CAMPUS PLACEMENT TESTS
FOR CENTRAL PIEDMONT COMMUNITY COLLEGE
Post Office Box 35009, Charlotte, North Carolina 28235

I. Distribute "List of Programs" and direct to find desired program of study and program code. Refer to enclosed letter for recommended tests.

II. Distribute #2 pencils and answer sheets. Print all data. Refer to the enclosed sample answer sheet for assistance. Direct student to complete all data below on the answer sheet:

1. address and zip code
2. telephone number
3. date
4. program of study and program code (print in space above address)
5. last name, first name, middle initial; color in circles below that match
6. social security or student number; color in circles
7. program code; color in circles

III. Prentice-Hall Test for Writers:

A. Post timing on board:

1. Parts I - V	20 minutes
2. Part VI	15 minutes
3. Parts VII - VIII	10 minutes

B. Direct to find "Test Form" section of answer sheet. Mark Communications A. Color in circle.

C. Turn answer sheet to side two. Read directions for marking answer sheet to students. Turn back to side one.

D. Distribute test booklets.

E. Say: THE TEST YOU ARE ABOUT TO TAKE HAS BEEN SELECTED TO HELP YOU IMPROVE YOUR WRITING. THIS TEST IS DIVIDED INTO THREE TIMED SECTIONS. IF YOU FINISH A SECTION BEFORE TIME IS CALLED, GO ON TO THE NEXT SECTION. THE TIME FOR EACH SECTION IS POSTED ON THE BOARD. I WILL ANNOUNCE WHEN EACH TIME PERIOD IS OVER. IF YOU FINISH THE TEST EARLY, YOU MAY GO BACK AND WORK ON ANY UNCOMPLETED SECTION. CHECK YOUR WORK. YOU MAY ERASE AN ANSWER IF YOU CHANGE YOUR MIND. DO NOT WRITE IN THE TEST BOOKLET. FIND THE ANSWER SPACES LABELED "COMMUNICATIONS TEST". RECORD YOUR ANSWERS HERE (demonstrate). DIRECTIONS IN THE BOOKLET STATE THAT THE ANSWER SPACES ARE NUMBERED ACROSS THE FAGE. NOTE THAT YOUR ANSWER SPACES ARE NUMBERED DOWN THE PAGE. ARE THERE ANY QUESTIONS? After pausing for questions, say: OPEN YOUR TEST BOOKLET, READ THE OPENING INSTRUCTIONS, AND BEGIN WORK.

F. According to the timing schedule, announce subsequent sections: PLEASE STOP WORK ON SECTION(S) ___. IF YOU HAVE NOT YET STARTED SECTION(S) ___, DO SO NOW. YOU HAVE ___ MINUTES.

G. At the end of the total testing time, say: PLEASE STOP WORK. CLOSE YOUR TEST BOOKLETS.

H. Collect test booklets.

IV. Nelson-Denny Reading Test:

A. Direct to find "Test Form" section of answer sheet. Say: MARK READING C. COLOR IN THE CIRCLE. Then say: WRITE THE LETTER "E" UNDER THE WORD "READING".

B. Distribute booklets.

C. Read directions for Part I to students.

D. Direct students to complete practice exercise 1, 2, and 3 in Practice Section of answer sheet. Answer any questions. Point out where answers are to be recorded at the top of side two.

(over)

Revised 3/82

IV. Nelson-Denny Reading Test (continued):

E. Administer Part I; time limit, 15 minutes. Say: YOU MAY BEGIN.

F. After 15 minutes, say: CLOSE YOUR TEST BOOKLET. FIND THE FRONT COVER. NOW TURN YOUR BOOKLET OVER TO THE BACK COVER.

G. Read directions for Part II aloud. Omit directions for reading rate. Answer questions. Point out where answers are to be recorded at the bottom of side two.

H. Administer Part II; time limit, twenty minutes.

I. When time is up, say: CLOSE YOUR TEST BOOKLETS.

J. Collect all test booklets.

V. Allow a five-minute break. After the break, the student may take any one of the three tests listed below.

VI. Arithmetic or Mathematics Test:

A. Direct students to mark in "Test Form" section:

1. Arithmetic A
2. Mathematics form is pre-marked for the student.

B. Distribute booklets and plain paper for calculations.

C. Direct students to read directions silently.

D. Remind students not to write in the test booklet.

E. Point out Mathematics section on side one of the answer sheet.

F. Answer any questions. Announce that students may leave quietly if they finish early.

G. Administer test; Arithmetic test time limit, forty minutes; Mathematics test time limit, one hour. Say: YOU MAY BEGIN.

H. When time is up, say: STOP WORK. TURN IN ALL TEST MATERIALS.

I. Collect test booklets, answer sheets, scrap paper used for calculations, and borrowed pencils.

J. Dismiss.

VII. SCAT - (for Associate Degree Nursing or Physical Therapist Assistant candidates only).

A. Direct students to complete a second answer sheet using the same personal data from the first answer sheet. Omit "Test Form" data from first answer sheet. Refer to the enclosed sample answer sheet for assistance.

B. Direct to mark SCAT A in "Test Form" section of second answer sheet only.

C. Distribute test booklets and plain paper for calculations.

D. Read directions to students on front cover and for Part I. Answer questions. Direct to mark answers for Part I in the top section of side one of the answer sheet.

E. Administer Part I; time limit, twenty minutes. Say: YOU MAY BEGIN.

F. After twenty minutes, say: STOP WORK ON PART I.

G. Read the directions for Part II to the students. Answer questions. Direct to mark answers for Part II in the bottom section of side one of the answer sheet.

H. Administer Part II; time limit, twenty minutes. Say: YOU MAY BEGIN.

I. At the end of twenty minutes, say: STOP WORK. PLEASE HAND IN ALL TEST MATERIALS.

J. Collect test booklets, answer sheets, scrap paper, and borrowed pencils.

K. Dismiss.

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DEGREES, DIPLOMAS AND CERTIFICATES OFFERED AT CENTRAL PIEDMONT COMMUNITY COLLEGE

Find the program you would like to study at CPCC in the list below. If you are unable to choose a program now, select "UNDECIDED". Note that each program has a code number beside it and a list of the placement tests you should take.

Circle your program, code number and tests for future use. The Test Administrator will give directions in entering this information on your answer sheet.

If your chosen program requires the math. tert and you have never studied algebra, take the arithmetic test instead.

PROGRAM CODE	PROGRAM TITLE	PLACEMENT TESTS
G-000	UNDECIDED - unable to choose a program	Comm., Read., Mathematics or Arithmetic

NOTE: Study the CPCC catalog carefully. If you are then able to choose a program, call 373-6687 and request an appointment with the program counselor. Otherwise, you will be scheduled to see a counselor who will help you make a choice. This counseling session may be followed by a second session with a specific program counselor.

-011 College Transfer - Associate in Arts Degree (AA) — Comm., Read., Mathematics

Designed for students seeking a two or four-year degree: e.g., freshman-sophomore years at CPCC, junior-senior years at a four-year college/university. May be completed in 18 months...minimum.

G-020 Associate in General Education Degree (AGE)***

Designed for persons who may not be interested in any career-oriented curriculum in its entirety. These persons choose courses to fit a particular personal, vocational or professional objective. May be completed in 18 months...minimum.

Associate in Applied Science Degree (AAS)

Designed for the preparation of the technically trained. Employment upon graduation. Some programs are transferable to some four-year institutions in area of specialty. Most may be completed in 18 months...minimum.

PROGRAM CODE	PROGRAM TITLE	PLACEMENT TESTS
-016	Accounting	Comm., Read., Arith.
-041	Architectural Technology	Comm., Read., Math.
T-059	Associate Degree Nursing (starts Fall and Spring Quarters)	Comm., SCAT
-150	Bookkeeping/Clerical	Comm., Read., Arith.
	Business Administration (all options)	Comm., Read., Arith.
T-112	Banking and Finance	
-911	Business Management	
-912	Credit and Financial Management	
T-020	Marketing and Distribution	
T-918	Postal Service Mgt.	
-927	Real Estate	
-034	Transportation Mgt.	
-022	Business Data Processing	Comm., Math.
T-038	Civil Engineering Tech.	Comm., Read., Math.
	Commercial Art (all options)	Comm., Read., Arith.
-070	Advertising Design	
T-077	Interior Design	
T-089	Television and Visual Graphics	
-129	Correctional Science	None*
-054	Dental Hygiene (starts Fall Quarter)	Comm., Read., Math.
T-044	Electrical Engineering Technology	Comm., Read., Math.
-045	Electronics Engineering Technology	Comm., Read., Math.
T-036	Environmental Systems Technology	Comm.
-063	Fire Science Technology	None*
T-074	Food Service Technology	Comm., Read., Arith.
T-026	Graphic Arts Management	Comm.
T-009	Horticulture Technology	Comm., Read., Arith.
T-025	Hotel/Restaurant Management	Comm., Read., Arith.
	Human Services Associate (all options - starts Fall and Spring Quarters)	Comm., Read.
T-902	Casework and Outreach	
T-903	Child Development	
T-904	Interpreter Training	
T-153	Industrial Safety, Security and Health Management	None*
T-064	Law Enforcement	None*
T-051	Mechanical Engineering Technology (all options)	Comm., Read., Math.
T-050	Manufacturing	
T-058	Medical Office Assisting Technology	Comm., Read., Arith.
T-053	Medical Record Technology (starts Fall and Spring Quarters)	Comm., Read., Arith.
T-120	Paralegal Program	Comm., Read., Arith.
T-062	Physical Therapist Assistant	Comm., Read., SCAT
T-094	Recreation Associate	Comm., Read., Arith.
T-091	Respiratory Therapy (starts Fall Quarter)	Comm., Read., Math.
	Secretarial Science	
T-030	Executive Secretary	Comm., Read.
T-033	General Office Technology	Comm., Read.
T-031	Legal Secretary	Comm., Read.
T-032	Medical Secretary	Comm., Read.

Diploma - designed for persons in skilled trades; may be completed in 12 months...minimum.

V-024	Air Conditioning and Refrigeration	None
-001	Automotive Body Repair	None
-003	Automotive Mechanics	None
V-012	Computer Operations	Comm.
V-011	Dental Assisting (starts Fall and Winter Quarters)	Comm., Read., Arith.
-013	Diesel Vehicle Mechanics	None
V-022	Graphic Arts	None
V-021	Horticulture	Comm., Read., Arith.
V-032	Machinist	None
V-031	Medical Office Assisting	Comm., Read., Arith.
V-118	Piano Tuning and Repair (starts Fall Quarter)	None
V-038	Practical Nursing (starts Fall Quarter	Read., Arith.
V-017	Drafting - Mechanical	None
V-050	Welding	None

Certificate - skilled trades; may be completed in less than 12 months.

-127	Medical Transcription (9 months)	Comm., Read., Arith.
V-085	Motorcycle Mechanics** (6 months)	None
-067	Early Childhood Aide** (3 months)	Comm., Read.
V-066	Health Record Clerk ** (3 months)	Comm., Read., Arith.
V-072	Nurse Aide (3 months)** (starts when enrollment is sufficient)	Read.

ADMISSIONS PROCEDURES CHECK LIST IN ALL PROGRAMS

1. Make application (on file)
2. Get transcripts (grades)
   a. high school and/or GED
   b. all college(s), post-high school specialty training, CLEP, etc.
3. Placement tests for programs requiring them
4. Counseling interview - program advisement
   a. appointment scheduled with counselor by mail as soon as possible following testing
   b. final registration period - (1) appointment made with counselor; or (2) special instructions given; or (3) see department head/faculty on final registration days
   c. have transcripts evaluated - first quarter classes recommended
5. Registration - take:
   a. your copy of the interview sheet (acceptance into program/curriculum) from your counselor/department head to the Registration Center
   b. your Social Security number
   c. cash or check for required payment to the Business Office

Special Interests/Needs: Contact appropriate office or Information/Reception Desk - second floor - Terrell Building

   a. Financial Aid - 5th floor - Terrell Building
   b. Special Services (Handicapped Support Services) - 5th floor - Terrell Building
   c. Student Activities - Room 102 - Taylor Hall
   d. Student Employment Center - Main Lobby - Garinger Building
   e. Veteran Affairs, Social Security - 2nd floor - Terrell Building

Attend classes: Obtain required books, equipment; get counselor/instructor assistance when needed or desired; take advantage of "free" tutorial/study skills help in the Drop-In Center, second floor, Hagemeyer Learning Resources Center.

March, 1982

Address: _____

Phone No. _____ Date _____

NAME (LAST, FIRST, M.I.)

TEST FORM	IDENTIFICATION NUMBER	SEC. NO.	PROGRAM CODE
COMMUNICATIONS (A) (B)			
Reading (C) (D)			
Arith. (A) (B)			
Algebra (A) (B)			
SCAT (A) (B)			
Other (A) (B)			
DIAGNOSTIC ○			
RETEST ○			

NCS Trans-Optic B03-9420-321

COMMUNICATIONS TEST

SCAT part I SIDE 1

1 A B C D E	13 A B C D E	25 A B C D E	37 A B C D E	49 A B C D E
2 A B C D E	14 A B C D E	26 A B C D E	38 A B C D E	50 A B C D E
3 A B C D E	15 A B C D E	27 A B C D E	39 A B C D E	51 A B C D E
4 A B C D E	16 A B C D E	28 A B C D E	40 A B C D E	52 A B C D E
5 A B C D E	17 A B C D E	29 A B C D E	41 A B C D E	53 A B C D E
6 A B C D E	18 A B C D E	30 A B C D E	42 A B C D E	54 A B C D E
7 A B C D E	19 A B C D E	31 A B C D E	43 A B C D E	55 A B C D E
8 A B C D E	20 A B C D E	32 A B C D E	44 A B C D E	56 A B C D E
9 A B C D E	21 A B C D E	33 A B C D E	45 A B C D E	57 A B C D E
10 A B C D E	22 A B C D E	34 A B C D E	46 A B C D E	58 A B C D E
11 A B C D E	23 A B C D E	35 A B C D E	47 A B C D E	59 A B C D E
12 A B C D E	24 A B C D E	36 A B C D E	48 A B C D E	60 A B C D E

MATHEMATICS TEST

SCAT part II

1 A B C D E	11 A B C D E	21 A B C D E	31 A B C D E	41 A B C D E
2 A B C D E	12 A B C D E	22 A B C D E	32 A B C D E	42 A B C D E
3 A B C D E	13 A B C D E	23 A B C D E	33 A B C D E	43 A B C D E
4 A B C D E	14 A B C D E	24 A B C D E	34 A B C D E	44 A B C D E
5 A B C D E	15 A B C D E	25 A B C D E	35 A B C D E	45 A B C D E
6 A B C D E	16 A B C D E	26 A B C D E	36 A B C D E	46 A B C D E
7 A B C D E	17 A B C D E	27 A B C D E	37 A B C D E	47 A B C D E
8 A B C D E	18 A B C D E	28 A B C D E	38 A B C D E	48 A B C D E
9 A B C D E	19 A B C D E	29 A B C D E	39 A B C D E	49 A B C D E
10 A B C D E	20 A B C D E	30 A B C D E	40 A B C D E	50 A B C D E

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CENTRAL PIEDMONT COMMUNITY COLLEGE
PLACEMENT TESTS

78

PRACTICE

A B C D E
1 ○ ○ ○ ○ ○
2 ○ ○ ○ ○ ○
3 ○ ○ ○ ○ ○

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

Use black lead pencil only (No. 2½ or softer).
Make heavy black marks that fill the circle completely.
Erase clearly any answer you wish to change.
Make no stray marks on this answer sheet.

REFER TO THESE EXAMPLES BEFORE STARTING PRACTICE EXERCISES →

EXAMPLE

1 WRONG ✓ ○ ○ ○
2 WRONG ⊗ ○ ○ ○
3 WRONG ○ ○ ○ ○
4 RIGHT ○ ○ ○ ● ○

READING TEST
VOCABULARY PAGE 1

1	17	33	50	67	84
2	18	35	52	69	86
3	19	36	53	70	87
4	20	37	54	71	88
5	21	38	55	72	89
6	22	39	56	73	90
7	23	40	57	74	91
8	24	41	58	75	92
9	25	42	59	76	93
10	26	43	60	77	94
11	27	44	61	78	95
12	28	45	62	79	96
13	29	46	63	80	97
14	30	47	64	81	98
15	31	48	65	82	99
16	32	49	66	83	100

COMPREHENSION PAGE 5

1	7	13	19	25	31
2	8	14	20	26	32
3	9	15	21	27	33
4	10	16	22	28	34
5	11	17	23	29	35
6	12	18	24	30	36

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SIDE 2

MS109020

CENTRAL PIEDMONT COMMUNITY COLLEGE
SUMMARY OF TESTING AND COUNSELOR INTERVIEW INFORMATION

NAME - SOC SEC NO - DATE - 09/10/81
ADDRESS - 2 CHARLOTTE NC 28205 TEL NO -
DECLARED PRUGRAM CODE - C011 TITLE - COLLEGE TRANSFER

TEST	RAW SCORE	(RETEST)	0/0 ILE	(RETEST)	REFRESHER COURSES NEEDED	
COMMUNICATIONS	15				LAN 9515/9524/9534	
QUES 1- 8 CORRECT	3				*ENG 9500	COM 5500
QUES 9-41 CORRECT	8				ENG 9505	COM 1304
QUES 42-60 CORRECT	4				ENG 9510	COM 1304 OR 3315
MATHEMATICS						
ALGEBRA FORM					MAT 9500	MAT 9510
ARITHMETIC	31		52		MAT 9502	MAT 9511
					MAT 1504	MAT 1514
READING FORM C					MAT 3504	FIN 3314
VOCABULARY	8		1			
COMPREHENSION	28		14			
TOTAL	36		5			
					RDN 9500	RDN 9302
SCAT FORM					*RDN 9505	RDN 9510
VERBAL					RDN 9510	AND 9202
QUANTITATIVE						
TOTAL						

APPLICATION ON FILE- YES(✓) NO( ) 2ND SEM. SR. GRADES- YES( ) NO( )
H.S. TRANSCRIPT IN- YES( ) NO( ) GED (225) ( ) HSC ( )
1 YR. COMPLETED CHEM. IN H.S.- YES( ) NO( ) CHEM 9500 ( )
1 QTR. (SEM.) COLLEGE CHEM- YES( ) NO( )
COLLEGE/OTHER TRANSCRIPTS IN- YES( ) NO( ) EVALUATED- YES( ) NO( )
ENROLLMENT EXPECTED- 19(8)1 FALL(X) WINTER( ) SPRING( ) SUMMER( )
FOR- LAN COURSES( ) ADV STUDIES( ) RELATED COURSES( ) REGULAR PROGRAM( )
WILL ATTEND DAY ( ) OR NIGHT ( ) CLASSES
SUGGESTED COURSES/REMARKS-

F W

Eng 9500 Eng 9510
Rdn 9505 Rdn 9510
Mat 9502 Mat 9510
HPE (Mat 9511)

COUNSELORS SIGNATURE - L. Robinson
DATE OF INTERVIEW - 9.23.81

B-5

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APPENDIX C

Formula for evaluation of the success rate of students in the college curriculum.

To test for the significance of difference between two proportions, use the following formula:[12]

$$z = \frac{P_1 - P_2}{\sqrt{\frac{P_1 (1 - P_1) + P_2 (1 - P_2)}{N_1 + N_2}}}$$

Where P_1 = proportion of Group 1

P_2 = proportion of Group 2

N_1 = number of people in Group 1

N_2 = number of people in Group 2

Necessary assumptions:

1. Samples are independent
2. Normal distributions
3. Randomly selected data

$\alpha = .05$

If $z > 1.96$, then reject H_o at .05 level of significance.

APPENDIX D

Description of Research Project to select specialized placement tests for improved retention in selected Allied Health programs at Central Piedmont Community College 1981-1982.

Rationale:

Whereby - Attrition in the Allied Health programs is extremely costly to the institution and to the student; to upgrade occupational placement of entering students:

The department personnel in the Dental Hygiene, Physical Therapist Assistant, and Respiratory Therapy programs requested that the Central Piedmont Community College Testing Center staff select and develop a set of placement tests which will assist in selecting applicants likely to complete the prescribed course work successfully.

Procedure:

Sample selection:

A list of 89 entering Allied Health students for fall of 1981 was used to select a random sample of 48 students. The remaining 41 students would compose a control group. Letters were sent to the sample students inviting them to come in for additional testing and counseling. Twenty-eight responded and were administered the following tests.

- The Allied Health Occupations Aptitude Exam (Psychological Services Bureau)
- The Strong-Campbell Interest Inventory
- The Geier Personality Profile

Each applicant had previously taken three Central Piedmont Community College Placement Tests.

At the end of three quarters enrollment in their programs, the experimental group and the control group will be compared and rated for success in the program.

Null Hypothesis:

> There is no significant difference in the success rate of students in selected health programs who have received additional vocational counseling based on experimental test data and those who have not received the additional counseling service.

Success will be determined by grade-point average, retention in the college, and no program changes. The three programs will be grouped together to comprise an adequate sample size of 28 since each program is similar and listed in one Dictionary of Occupational Titles catagory.

The research results and conclusions will be shared with the North Carolina Department of Community Colleges at a future date.

To upgrade vocational placement, the college is conducting further research with these applicants and currently enrolled Allied Health program students in first and second year courses. See Table 20 - for a listing of raw data collected through additional standardized testing, rating scales, and matriculation.

The Testing Center staff will develop a profile of students who continue into the second year of each Allied Health program and who are successful on the national board examinations.

Research findings will be available to members of the North Carolina Community College System. Details may be obtained by contacting

Fred W. Manley
Coordinator, Occupational Education Research Services
Department of Community Colleges
North Carolina State Board of Community Colleges
Raleigh, North Carolina 27611
(919) 733-3995.

CENTRAL PIEDMONT COMMUNITY COLLEGE

TESTING CENTER

RESEARCH PROJECT FOR

THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

July 1981 - November 1982

Programs: Dental Hygiene
Physical Therapist Assistant
Respiratory Therapy

Tests Administered; Data Collected; Data Available

I. Allied Health Examination - to a sample of 28 entering students, fall, 1981 (15 DH, 11 PTA, 2 RTH)
- to second year DH, PTA, and RTH students 1981-1982
- to 287 applicants for DH, PTA, and RTH programs November 1981-September 1982

II. Differential Aptitude Test - Verbal Reasoning
Numerical Ability
Space Relations
(Mechanical Ability DH only)
- to first and second year DH students 1981-1982
- to first year PTA students
- to first year RTH students

III. Strong-Campbell Interest Inventory - to sample of 28 students entering fall, 1981
- to 287 applicants November 1981 - September 1982

IV. Central Piedmont Community College Placement Tests - all applicants and enrolled Allied Health students - Communications - Nelson-Denny Reading Test - Mathematics or SCAT

V. Grade Point Averages - first and second year Allied Health students as of summer, 1982

VI. Employability Scale - DH, PTA, RTH graduates 1982 completed by faculty (1 low - 5 high)

VII. Geier Personality Profile (Dominant, Influencing, Steady, Conforming)

VIII. List of drop-outs and continuing students from fall, 1981 to fall, 1982

IX. National Board Scores DH, PTA, and RTH

X. Employee Aptitude Survey - DH, PTA, and RTH first year students

APPENDIX E

"Placement Testing at Central Piedmont Community College" DOLLY Script (Dial Our Listening Library Yourself).

Before entering many of Central Piedmont Community College's 64 programs, you may be asked to take several placement tests to find the level of your basic skills. Whether or not you're asked to take tests depends on which program you're entering. The Adult High School, General Education Development, and many trade programs don't require tests.

If you need to take tests, you'll probably take three tests, all on the same day -- communications, math, and reading. Central Piedmont's philosophy is "open admissions", so your scores will not be used to exclude you -- just to place you in classes where you are likely to succeed. If you score high, you can enter a higher level class, or if you score low, you may need to take a more basic class before beginning your college-level class later on.

After filling out and returning your application, you'll receive an appointment letter scheduling your tests, if you're entering a program requiring them. You will also receive some information about each test you should take - with practice questions to help you get ready. (There is no charge, incidentally.) Tests are usually given on Tuesday and Thursday nights, and about twenty times a year they're given on Thursday mornings. During the summer months testing is done more frequently. The night tests start at 5:45 and end about 8:30; the morning tests begin at 8:30 ending about 11:30. If you can't come at your scheduled time, call 373-6687, to change it. There is no provision for child care.

The tests usually take place in the Testing Center, located in the Hagemeyer Learning Resources Center, fourth floor. Plan to be here at least

fifteen minutes early. You'll get a temporary parking permit with your appointment letter, and by placing it on your car's dashboard, you can park in a student parking lot for 35 cents.

Once a test begins, no one else can enter. If you're late, you can reschedule the test -- go to the Information Desk in Terrell Building, second floor, and someone will set up another testing date for you.

All tests have time limits, so work as quickly as you can. All questions are multiple-choice, and we'll give you all materials including pencils needed for tests. Since your scores are based on the total number of right answers, intelligent guessing may help. Remember these are not pass or fail tests -- scores are used to assist in course placement.

After scoring your tests, we'll send you a letter asking you to come in to talk with a counselor, usually within two weeks. He or she will suggest which classes to choose, how to sign up for them, and will answer any other questions you might have. (PAUSE)

Let's summarize: Fill out an application, returning it to CPCC Admissions Office. Call 373-6777 if you need an application sent to you.

If the program you're interested in requires placement tests, an appointment will be scheduled for you. If testing is not required, you'll automatically be scheduled to see your program counselor.

After the tests, we'll arrange for you to talk to a counselor who'll help you with your program or educational goals, and your selection of classes.

Any other questions about placement tests or admission? Then call 373-6687. That's 373-6687.

Welcome to CPCC and good luck!